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ABSTRACT

These competency-based curricular materials are designed to help individuals who have skill in a vocational, occupational, or professional area acquire the basic instructional skills necessary to teach in their own content area. The materials are divided into a student's guide and an instructor's guide and have been presented in the context of a 40-hour course that has been subdivided into 10 4-hour sessions. In the student's guide, the first sheet of each section lists materials provided, materials the instructor will provide, materials the student must provide, and what students should be able to do as a result of the class session instruction. Information pages, examples, and evaluation forms are provided in each section. The instructor's guide is intended to provide the course instructor with specific strategies and information about how the instructor is expected to facilitate each of the lesson presentations, written reports, evaluation activities, and facilitating activities described in the student's guide. Specific materials (such as quizzes, surveys, lesson plans, etc.) that the instructor is expected to use are provided. Session topics include instructional resources, topics and tasks, course and unit plans, student needs, evaluating competency, and recordkeeping. (YLB)

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Model Competency Based Curriculum for Adult/Vocational Instructor Training

by:

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California State University, San Bernardino
June 1988

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Forward

These curricular materials were designed to to help individuals who have skill in a vocational, occupational or professional area acquire the basic instructional skills necessary to teach in their own content area. All of the materials are "competency based" which means that they are all founded on the princlple that "for every sequence of instruction the instructor must stipulate exactly what students should be able to do as a result of that instruction"

The materials are divided into a "Student's Guide" and an "Instructor's Guide" and have been presented in the context of a 40 hour course that has been sub-divided into ten 4 hour sessions. This subdivision is intended only as a illustration of one possible way that the materials can be organized. The concept that is most important is that no matter how long the course is, or how many sessions it may be divided into, it must be preorganized and all of the activities intended for each class session must be planned in advance.

The "Student's Guide" is intended to provide students (who aspire to be instructors) with all of the information that they need in order to meet course expectations (which are stipulated on page 01.03 of the guide). All of the materials in the "Students Guide" are highly structured and designed to lead students through the type of competency based learning experiences that they should be learning to develop for the students that they will have. Specific information is provided about each and every assignment and concrete examples are provided for all required written work.

The "Instructor's Guide is intended to provide the course instructor with specific strategies and information about how the instructor is expected to facilitate each of the lesson presentations, written reports, evaluation activities, and facilitating activities that are described in the "Student's Guide". Specific materials (such as quizzes, surveys, lesson plans, etc.) that the instructor is expected to use are provided. Although all of these materials are highly structured there is still ample opportunity for the instructor to express his/her own personality and instructional skill. It should be noted however that in order to be really effective using this model, instructors must maintain the organizational integrety of the model to the extent that they accomplish all of the activities on schedule.

One of the things that has been very helpful in the development and use of this model is the use of a "user friendly" personal computer and appropriate software for simple "desktop publishing". All of the materials used in this model were produced by the author (who really does not have any secretarial or artistic skills) using a Macintosh SE computer with "Write Now" for word processing, "Super Paint" for graphics and "Pagemaker" for layout.

COMPETENCY BASED CURRICULUM
for
ADULT/VOCATIONAL INSTRUCTOR TRAINING

Student's Guide

developed by:

Ronald K. Pendleton

1988

This guide is used in support of a teacher training course, that is structured into ten class sessions, each session lasting for four hours.

California State University, San Bernardino
Vocational Teacher Education

VERY IMPORTANT

The information on this page is vital to anyone who expects to pass this course.

This is a 40 hour course that meets once a week for four hours per meeting over a period of ten weeks. This syllabus provides a detailed plan for each one of the ten class sessions. In the large rectangle at the top of each Class Session Plan is information about what students are expected to TURN IN at that session and what the "in class" ACTIVITY for that session will consist of. It is extremely important for students to review this information well before coming to each class session and to insure that they are prepared for everything that has been scheduled.

Also included on each Class Session Plan is a list of the materials for that class session which are provided in this guide, a list of the materials for that session which the instructor will provide, a list of the materials for that session which the student must provide, and a description of what (specifically) students should be able to DO as a result of the instruction for that class session. Those students who review all of this information and prepare for each class session accordingly will be successful: those who do not will fail!

The pages in this syllabus are numbered with a four digit numbering system. The first two digits indicate the "session number" (Session 1 is indicated by 01, Session 3 is indicated by 03, etc.). The final two digits of each page number indicate particular "document numbers" that are listed sequentially for each class session. For example the page number 04.07 indicates the seventh document that is included in the syllabus for Class Session 4. The instructor will refer to specific page numbers when discussing course assignments and students are expected to cite specific page numbers when ever asking questions about those assignments.

The directions provided in this syllabus are **very specific** and in order to earn full credit on any assignment, students are expected to comply with all of the directions for that assignment **to the letter**. It is extremely important for students to **read everything** that is written in this syllabus about every assignment and to clarify any questions that they have by asking the instructor to elaborate, in class, on anything that is unclear.

Class Schedule

1	TURN IN:	* Precourse Survey & Confidential Information Sheet
	ACTIVITY:	* Brief Introductions & Required Paperwork * Discussion of Course Requirements * QUIZ "0" Using The Course Syllabus
2	TURN IN:	* "Preliminary" Field Experience Proposals
	ACTIVITY:	* **FA 1** Individual Data Sheets * **FA 2** Panel Interviews * Discussion of Written Reports and Evaluations
3	Field Trip	
4	TURN IN:	* **WR 1** Instructional Resources & **EA 1** Self Eval of WR 1
	ACTIVITY:	* **QUIZ 1** Selecting Resources * Simulated Lessons and Evaluations * Objectives Activity
5	TURN IN:	* **WR 2** Topics and Tasks & **FA 3** Field Trip Summary
	ACTIVITY:	* **QUIZ 2** Methods of Instruction * **LP 1** Lecture Lessons * Discussion of EA 5 Record Keeping 🎥
6	TURN IN:	* **WR 3** Course and Unit Plans & **EA 2** Self Eval of LP 1
	ACTIVITY:	* **QUIZ 3** Curriculum Development * **LP 2** Non Verbal Lessons 🎥
7	TURN IN:	* **WR 4** Student Needs & **EA 3** Peer Evals of WR 3
	ACTIVITY:	* **QUIZ 4** Student Characteristics * **LP 3** Demonstration Lessons * **EA 4** Peer Evaluations of LP 3 🎥
8	TURN IN:	* **WR 5** Evaluating Competency & **FA 4** Credential Summary
	ACTIVITY:	* **QUIZ 5** Evaluation Instruments * **FA 5** check Course Notebooks in class * **LP 4** Directed Discovery Lessons 🎥
9	TURN IN:	* **EA 5** Record Keeping & **ADD. CREDIT REQUESTS**
	ACTIVITY:	* Make Up presentations * Review for Final Examination * Problems Activity
10	TURN IN:	* "Final" Field Experience Verifications & All "Make Up" work
	ACTIVITY:	* **FINAL EXAMINATION** * Postcourse Survey * Evaluation of Instructor

Class Session 1 Plan

1	TURN IN:	* Precourse Survey & Confidential Information Sheet
	ACTIVITY:	* Brief Introductions & Required Paperwork * Discussion of Course Requirements * QUIZ "0" Using The Course Guide

Materials provided in this section of the syllabus.

* The Two Rules Of Good Instruction (information page)............. 01.01 **
* Course Requirements (information page).................................. 01.02
* Resources and Materials (information page).............................. 01.03
* Grading Information (information page)...................................... 01.04 **
* Student's Grade Record (form).. 01.05
* Facilitating Activities (information page)..................................... 01.06 **
* FA 1 Individual Data Sheet (form).. 01.07
* FA 2 Panel Interviews (information page)................................... 01.08
* Lesson Presentations (information page).................................. 01.09 **
* One Page Lesson Plan (form).. 01.10 **
* Instructor's Scoresheet for Lesson Presentation (form)............. 01.11 **
* Written Reports (information page)... 01.12 **
* Instructor's Scoresheet for Written Report (form)......................... 01.13 **
* Evaluation Activities (information page)...................................... 01.14 **
* Instructor's Scoresheet for Evaluation Activities (form).............. 01.15 **
* Tests and Make Up (information page).. 01.16 **
* Class Standards (information page).. 01.17

NOTE: pages that are double stared (**) contain information that you should refer back to and review when preparing related assignments.

Materials which the instructor will provide.

* Precourse Survey (form to be completed and turned in).
* Review Questions for QUIZ "0" (information page).
* Instructor's Data Sheet.
* Quiz "0" on the Course Guide (form to be completed and turned in).
* Confidential Information Sheet (form to be completed and turned in).

Materials which the student must provide.

* A copy of this Course Guide

What students should be able to DO as a result of Class Session 1 instruction.

* Locate information in the Course Guide relating to each of the following: Facilitating Activities, Lesson Presentations, Written Reports, Evaluation Activities and Topical Quizzes.
* Prepare a one page personal Data Sheet (FA 1).
* Prepare for a Panel Interview (FA 2).

The Two Rules of Good Instruction

Rule #1

For every sequence of instruction the instructor must describe, in simple and specific terms, exactly what STUDENTS are expected to be able to DO as the result of that instruction.

Rule #2

It is not good enough to say that a student should "know" or "understand" something: instructors must describe specific student performance that can be OBSERVED and MEASURED.

Example

If I say "students should know about the two rules of good instruction", it is not clear what they should know or how they should be able to demonstrate that knowledge. On the other hand, if I say "given a list of five rules, students will identify the two that apply to good instruction", it becomes very clear what it is that students are expected to be able to do!

Course Requirements

GRADED ASSIGNMENTS

There are twenty five graded assignments (listed below) for which points are earned as indicated. Students are expected to do professional work and earn full credit. Specific grading information and a Student's Grade Record are provided on the following pages.

* Five Facilitating Activities (1 or 2 points each).
* Four Lesson Presentations (4 points each).
* Five Written Reports (4 points each).
* Five Evaluation Activities(4 points each).
* Five Topical Quizzes(4 points each).
* One Final Examination (10 points).

STUDENT PERFORMANCE EXPECTATIONS

Through the assignments listed above, each student will acquire and/or improve their skills and demonstrate their ability at each of the competencies listed below. In order to earn a passing grade in this course, students must demonstrate that they are proficient at all of the competencies listed. A certificate will be issued to each successful student attesting to his/her proficiency.

* Evaluation and selection of appropriate instructional materials.
* Development of well written student performance objectives.
* Design of appropriate, activity oriented, learning experiences.
* Development of well organized, competency based, lesson plans.
* Evaluation and application of appropriate instructional methods.
* Presentation of timely, practical, competency based, lessons.
* Selection and effective use of appropriate instructional media.
* Identification and application of effective principles of learning.
* Identification and application of effective principles of discipline.
* Identification of appropriate counseling strategies and resources.
* Design of basic student performance assessment instruments.
* Development of appropriate sample course and unit plans.
* Management of a safe and effective learning environment.
* Self and peer evaluation of basic instructional competencies.

Resources and Materials

Everything needed to successfully complete this course is readily available and comparatively inexpensive.

A collection of **Readings** relative to course topics will be recommended and/or provided by the instructor on the first night of class. Each student in this course is presumed to be an expert in his/her own subject field and is therefore expected to draw upon personal experience for the subject matter content of the Lesson Presentations and Written Reports required for this course.

A blank **VHS Video Tape Cassette** is required in order to facilitate the video recording of each student's Lesson Presentations. Video recording equipment will be provided by the instructor at each class session where student Lesson Presentations are scheduled.

Selected student generated **Written Reports** and other materials are required to be duplicated and distributed to all class members. These materials have proven to be highly valuable in that they provide a broad perspective of the many different educational approaches that are used by the highly diverse group of students that take this course.

There are a number of **facilities** on campus that are available for student use. It is recommended that all of the students in this course visit each one of the facilities listed below and note down the name and phone number of an appropriate "contact person" at each place.

The UNIVERSITY LIBRARY -

The COMPUTER CENTER -

The AUDIO VISUAL CENTER -

The LEARNING CENTER -

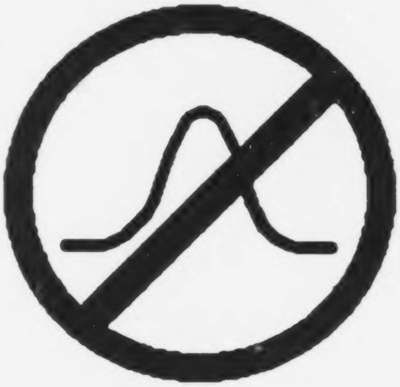
The EVENING SERVICES OFFICE -

Special Note: The **best** resources for this course are the **other students**! Every student in this course has a wealth of ability and talent; so students should take the time to get to know one another in order to benefit from the knowledge and experience of their colleagues.

Grading Information

The grades earned for this course will be determined by the number of points that each student accumulates. The number of points required to earn each of the grades possible for this course are:

A .... 100, 99, or 98
A- .... 97, 96, or 95
B+ .... 94, 93, or 92
B .... 91, 90, or 89
B- .... 88, 87, or 86
C+ .... 85, 84, or 83
C .... 82, 81, or 80
C- .... 79, 78, or 77
F .... 76 or below



How points are earned. In order to earn the maximum number of points possible students are encouraged to **read** all of the information provided for each assignment and **comply** with all of the criteria indicated.

How points are lost. Any time that any of the specific criteria for any of the required assignments (described in this syllabus) are not met, points may be deducted. In addition each absence from class or each "late" assignment will result in the loss of one point.

Recovering lost points. Any points lost on any assignment (except for Quizzes and the Final Exam) which has been submitted **on time** can be recovered by "make up" work that is suggested or approved by the instructor.

Application for Additional Credit. Up to six points of "additional credit" may be earned by students who demonstrate **outstanding competency** relative to course assignments. For example a "plus" (+) in addition to a maximum score on any assignment may be considered as an "indication" of outstanding competency. Students may also elect to prepare assignments on a personal computer or may identify and complete additional work that reflects some form of educational excellence. Anyone who wants to earn an "A" in this course must do some sort of additional credit work that reflects some form of outstanding competency or excellence and document that work in a one page typewritten (or word processed) application (see page 08.02) that clearly identifies how many points are being applied for and what was done to "earn" those points. Applications must be submitted to the instructor not later than Class Session 9.

01.05

Student's Grade Record

FACILITATING ACTIVITIES

	Points Possible	Points Received
FA 1	1	
FA 2	1	
FA 3	2	
FA 4	2	
FA 5	2	

LESSON PRESENTATIONS

LP 1	4	
LP 2	4	
LP 3	4	
LP 4	4	

WRITTEN REPORTS

WR 1	4	
WR 2	4	
WR 3	4	
WR 4	4	
WR 5	4	

EVALUATION ACTIVITIES

EA 1	4	
EA 2	4	
EA 3	4	
EA 4	4	
EA 5	4	

TOPICAL QUIZZES

QUIZ 1	4	
QUIZ 2	4	
QUIZ 3	4	
QUIZ 4	4	
QUIZ 5	4	

COMPREHENSIVE EXAMINATION

FINAL EXAM	10	

ADDITIONAL CONSIDERATIONS

Absent: -	**Late Work: -**	**Additional Credit:+**	6	
			100	

Facilitating Activities

The five Facilitating Activities required for this course (**FA 1** through **FA 5**) have been designed to help the students in this class get to know one another a little better, collect useful information, and generally facilitate the acquisition of knowledge and skills that will promote effective instruction. It is expected that students will earn full credit for each of the Facilitating Activities. Any student who fails to do so will be asked to simply "redo" the deficient activity. With the exception of the Course Notebooks, Facilitating Activities that receive full credit **will not be returned.**

FA 1 INDIVIDUAL DATA SHEET

Each student is expected to complete an individual data sheet containing pertinent information about himself/herself, and to produce enough duplicates of this completed form for everyone in this class to have a copy. The data sheet should be typewritten (or word processed), neatly organized and clearly reproduced by a high quality process (see form on page 01.07 and review the instructor's data sheet).

FA 2 PANEL INTERVIEW

This activity will involve simulated employment interviews. Each student will take a turn being interviewed by the rest of the class and will participate in interviewing other class members (see information on page 01.08).

FA 3 FIELD TRIP SUMMARY

Each student is expected to provide written information about the field trip (see information on page 03.01 and complete the form on page 03.02). This field trip should be completed not later that Class Session 4.

FA 4 CREDENTIAL INFORMATION SUMMARY

Each student is expected to identify an appropriate Credentials Analyst and list **all** the specific requirements, stipulated by the analyst, for the credential that is being sought (see form on page 08.01). The information needed for this report may be solicited by telephone or obtained from printed materials prepared by an appropriate credentialing agency. These reports are due no later than Class Session 9.

FA 5 COURSE NOTEBOOK

Each student is expected to compile a comprehensive course notebook (see information on page 08.02). All notebooks will be evaluated by the instructor (in class) during Class Session 9.

Nick Name	Last Name	First Name	M.I.

FA 1 INDIVIDUAL DATA SHEET

Address: **Telephone:**

Present Job:

Previous Jobs:

Education:

Talents/Interests:

Philosophy:

Other:

FA 2 PANEL INTERVIEWS

In order to provide a context for this exercise, we are going to assume that each person who is interviewed is applying for some sort of teaching position. Each interview will last for **five minutes**. To help facilitate the interviews and insure that they result in a good learning experience for everyone, students are encouraged to follow the suggestions listed below.

AS THE PERSON WHO IS BEING INTERVIEWED:

1. Be sure that everyone has a copy of your Data Sheet before you take the "hot seat". Data Sheets should be distributed immediately before your interview.
2. Once your Data Sheets have been distributed, sit down in the "hot seat" and wait for the instructor's signal to begin speaking.
3. When the instructor gives you the "thumbs up" signal, state your full name and tell us the type of teaching position that you are applying for.
4. If anyone asks you a question that you would prefer not to answer, simply state that you would "... prefer not to answer that question".
5. If the timer alarm sounds any time after the start of a question, the interview may continue until that question has been answered.

AS A PERSON ASKING INTERVIEW QUESTIONS:

1. Address the person being interviewed by name. It is also helpful to tell them your name.
2. If you have the "first question" in an interview, try to have something ready that you could ask anyone so that no time is wasted while you are reading the person's Data Sheet.
3. Questions should be friendly, direct and reflect something that you would really like to know about the person or how the person might act in a professional situation.
4. Please do not ask questions out of turn. If there is something you would really like to ask a person, and that question doesn't get asked during the course of the interview, note your question down on the person's Data Sheet and make a point of asking your question after class.

Lesson Presentations

The Lesson Presentations required for this course (**LP 1, LP 2, LP 3** and **LP 4**) are intended to help students sharpen **motivational** and **communication** skills that are needed by instructors of technical, vocational and occupational subjects. These presentations will also serve to indicate student competency relative to stated student performance expectations for this course. The ability to communicate specific information effectively to both individuals and groups of people is of major importance. Information pages that describe specific criteria for each of the four required Lesson Presentations are provided in this guide and will be reviewed by the instructor at the class session before the lesson is scheduled to be presented. In order to earn full credit for each Lesson Presentation, students must **comply with all criteria** on each of the individual information pages and:

1. **Prepare a one page *LESSON PLAN* for each lesson using a copy of the form found on page 01.10 of this guide.**

2. **Provide their own *V.H.S. VIDEO TAPE* upon which the instructor will record each of the four lessons.**

3. **Be sure that the instructor receives a copy of their Lesson Plan, Video Tape Cassette and any other materials that will be used as a part of the lesson (these things should be given to the instructor just prior to the beginning of each Lesson Presentation).**

4. **Be professional. All Lesson Plans and materials related to each lesson should be typewritten (or word processed), free of errors, reproduced by a high quality reproduction process and should reflect a high degree of professional preparation. Any work that looks rushed or unprofessional will not be accepted.**

5. **Review the "Instructor's Scoresheet for Lesson Presentation" form found on page 01.11 of this guide to insure that each of their presentations will meet ALL of the stipulated requirements.**

These criteria have been developed to make it easy for the instructor to effectively evaluate student presentations and easy for students to prepare for and deliver well organized presentations which will earn them full credit. Any criteria that are not met will result in the loss of points. Presentations that are well prepared and in compliance with all of the criteria on this page and all of the criteria on each of the individual Lesson Presentation information pages will earn full credit.

01.10

Lesson Plan

Presenter	LP #

Type and Title of Lesson

STUDENT PERFORMANCE

Information, Equipment and/or Materials that the Students Need (Condition)

Given ...

What Students Should Be Able To DO (Person and Performance)

By the end of this lesson __________ should be able to ...

How Students Will Be Evaluated (Criteria)

INSTRUCTION

Set Up (Equipment and/or Materials that the Instructor Needs) TIME: __________

Introduction (focus, motivation and anticipatory set) TIME: __________

Content (key points of information) TIME: __________

Guided Practice (student activity) TIME: __________

Closure (recap and wrap-up and/or clean-up) TIME: __________

TOTAL TIME:

01.11

Instructor's Scoresheet for Lesson Presentation

for

LP 1 LP 2 LP 3 LP 4

Compliance with criteria for Lesson Presentations (1 point possible)

Compliance with criteria for this assignment (1 point possible)

Lesson Plan and adequacy of preparation (1 point possible)

Instructional methods and delivery of presentation (1 point possible)

Overall quality of the presentation and total score from above **(4 points possible)**

Written Reports

The five Written Reports required for this course (**WR 1** through **WR 5**) are intended to help students sharpen the kind of organizational and writing skills needed by instructors of technical, vocational and occupational subjects. These reports will also serve to indicate student competency relative to stated student performance expectations. The importance of good **clear** and **concise** written communication cannot be overemphasized. Individual assignment information pages that describe specific criteria for each of the required Written Reports are provided in this guide (**WR 1** on page 02.02, **WR 2** on page 04.01, **WR 3** on page 05.01, **WR 4** on page 06.03 and **WR 5** on page 07.01). Specific criteria that apply to all five reports are included below.

1. **Submit all written reports on standard** 8 1/2 **by** 11 **paper using only one side of each page.**
2. **Type or word process all material so that it looks** NEAT **and is easy to read.**
3. **Prepare a cover page for each report that includes:**
   - A. **The student's** NAME, **the** DATE, **the** COURSE NUMBER **and the** WR NUMBER **at the upper right hand corner of the page.**
   - B. **An appropriate** TITLE **for the report.**
   - C. **A** STATEMENT OF PURPOSE **that clearly indicates the purpose of the report.**
   - D. **A** BIBLIOGRAPHIC ENTRY **or** BRIEF STATEMENT **indicating where the information in the report came from.**
4. **Insure that spelling, grammar and syntax are consistent with university standards and that all information included is stated in simple and specific terms.**
5. **Review the "Instructor's Scoresheet for Written Report" form found on page 01.13 of this guide.**
6. **Staple all pages of each report together at the upper left hand corner and do *NOT* use any sort of folder or binder.**

These criteria have been developed to make it easy for the instructor to effectively evaluate student written reports and easy for students to prepare good written reports which will earn full credit. Any criteria that are not met will result in the loss of points. Reports that are well prepared and in compliance with all of the criteria stated above and all of the criteria stated on individual assignment information pages for each Written Report will earn full credit.

01.13

Instructor's Scoresheet for Written Report

for

WR 1 WR 2 WR 3 WR 4 WR 5 ☐

Compliance with assignment criteria (1 point possible) ☐

Content (1 point possible) ☐

Literary style (1 point possible) ☐

Organization and appearance (1 point possible) ☐

Overall quality of the report and total score from above **(4 points possible)** ☐

Evaluation Activities

The five evaluation activities required for this course (**EA 1** through **EA 5**) are specifically designed to help students develop evaluation skills that are critical to success as an instructor. These activities involve structured self and peer evaluation of selected Written Reports and Lesson Presentations, and a Record Keeping activity. Each of five Evaluation Activities requires a **different** form.

EA 1 SELF EVALUATION OF WRITTEN REPORT

This activity requires each student to make a written self evaluation of her/his own **WR 1** Written Report using a copy of the **EA 1** Self Evaluation of Written Report form (see pages 02.04 and 02.05).

EA 2 SELF EVALUATION OF PRESENTATION

This activity requires each student to make a written self evaluation of her/his own **LP 1** Lesson Presentation using a copy of the **EA 2** Self Evaluation of Presentation form (see page 05.03).

EA 3 PEER EVALUATION OF WRITTEN REPORT

This activity requires each student to make written peer evaluations of all of the **WR 3** Written Reports prepared by the other students in this class using copies of the **EA 3** Peer Evaluation of Written Report forms (see page 06.01). After being checked by the instructor, all of the peer evaluations will be redistributed to the students about whom they were written. **Note**: *each student is responsible for making enough duplicate copies of the blank* **EA 3** *form to complete this task.*

EA 4 PEER EVALUATION OF PRESENTATIONS

This activity requires each student to make written peer evaluations of all of the **LP 3** Lesson Presentations presented by the other students in this class using copies of the **EA 4** Peer Evaluation of Presentation forms (see page 06.03). After being checked by the instructor, all of the peer evaluations will be redistributed to the students about whom they were written. **Note**: *each student is responsible for making enough duplicate copies of the blank* **EA 4** *form to complete this task.*

EA 5 RECORD KEEPING

This activity requires each student to maintain a record of selected work that has been completed by all of the other students in this class using a copy of the **EA 5** Record Keeping form (see page 05.05).

01.15

Instructor's Scoresheet for Evaluation Activity

for

EA 1 **EA 2** **EA 3** **EA 4**

Objective clearly identified (1 point possible)

Use of Positive Reinforcement (1 point possible)

Use of Constructive Criticism (1 point possible)

Consistent and clearly written comments (1 point possible)

Overall quality of the evaluation(s) and total score from above **(4 points possible)**

Tests and Make Up

QUIZZES

There are five short essay quizzes that are based on course readings and material that is discussed in class. The instructor will provide students with a "review sheet" for each quiz at the class session before that quiz is scheduled to be administered. The review sheet will list five questions, all of which students should be able to answer in not more than two or three sentences. Each quiz will consist of two of the five questions listed on the review sheet. All quizzes will begin promptly at the beginning of class and will be concluded within 10 minutes. If a quiz is missed **due to absence**, the lost points for that quiz can be made up through preparing a two page typewritten (or word processed) essay in which detailed answers to all five questions are presented and the source of the information used to answer each question is correctly footnoted.

THE FINAL EXAMINATION

The Final Examination will consist of five questions requiring detailed essay type answers. Students should be able to describe how concepts and skills learned in this course can be applied to their own teaching situations. All questions on the test will be reviewed and discussed at the class session before the Final Examination is scheduled to be administered. This exam is scheduled for the last class session and students will have two hours in which to complete it.

MAKE UP

Any points lost, except for absence,missed quiz questions or on the Comprehensive Final Exam, may be made up if the following criteria are met:

1. **Whatever work it was that resulted in the lost points must have been presented or submitted** ON TIME **initially.**
2. **Make up work must clearly demonstrate that the student has** ACQUIRED COMPETENCE **in the area in which the points were lost.**
3. **All work which is resubmitted for upgrading should be attached to the original work and should be clearly marked as** "MAKE UP WORK".

THE BOTTOM LINE

There is one pervasive requirement that is an absolute necessity for success in this course: you must **like people and enjoy helping them to learn.** If you are such a person, and not afraid of hard work, you will do very well in this course. If you are not such a person, or are not willing to devote the time necessary to functioning effectively as a professional educator, you should drop this course right now and start looking for some other profession. If education isn't **enjoyable** for both the instructor and the students, then it just isn't being done correctly!

Class Standards

As professional educators you are expected to set a good example for your students. In this course the instructor maintains the following standards and expects that each student will do the same.

Attendance Plan to attend all class sessions. If an absence is unavoidable please notify the instructor as soon as possible.

Punctuality Arrive on time and prepared for whatever activity has been scheduled.

Dependability All assignments should be completed in a professional manner and submitted on time.

Proper Dress Dress neatly in a manner that is appropriate for, and which will lend credibility to, your role as an instructor.

First Names Recognize and address each member of this class by her/his first name.

Courtesy Always exercise common courtesy and please be aware that there are other classes in session so keep the noise down, especially when on a break.

No Smoking Anyone who must smoke should do so **outside of this building**, where the smoke will not endanger (or irritate) other people. It is highly unprofessional for an educator to smoke in the presence of any non-smokers.

Food & Drink Non-alcoholic beverages may be brought into class on an individual basis. Anyone who wants to bring anything to eat to class should bring enough to serve everyone!

Clean Up The classroom should be left neat and orderly. If you use the chalk board please erase it immediately after you have finished. If you need to rearrange any furniture or equipment please return it to its original position as soon as you have finished with it.

Humor Having fun should be an integral part of learning. Anything that contributes to the learning situation is highly encouraged. Anything that may detract from the learning situation should be avoided.

Class Session 2 Plan

2	TURN IN:	* "Preliminary" Field Experience Proposals
	ACTIVITY:	* **FA 1** - Individual Data Sheets * **FA 2** - Panel Interviews * Discussion of Reports and Evaluations

Materials provided in this section of the syllabus.

* Righteous Writing (information page) 02.01
* WR 1 Instructional Resources (information page)....................... 02.02
* Fred Fudrucker's WR 1 Written Report (example) 02.03
* EA 1 Self Evaluation of Written Report (form) 02.04
* Fred Fudruckers EA 1 Self Eval of WR 1 (example) 02.05

Equipment **and Materials which the instructor will provide.**

- *Overhead Projector.*
- Review Questions for Quiz 1 (information page).
- Instructor's Scoresheet for Fred Fudrucker's WR 1 Written Report (transparency).
- Instructor's Scoresheet for Fred Fudrucker's EA 1 Self Evaluation (transparency).

Materials which the student must provide.

- Completed Preliminary Field Experience Proposal (for the instructor).
- Multiple copies of FA 1 Data Sheet (for other students and the instructor).

What students should be able to DO as a result of Class Session 2 instruction.

- Prepare for Quiz 1 on "Selecting Resources".
- Prepare a Written Report on "Instructional Resources" (WR 1).
- Complete a Self Evaluation of your WR 1 Written Report (EA 1).
- Identify other class members by name.
- Contact other class members outside of class.
- Answer Panel Interview questions effectively.
- Ask Panel Interview questions effectively.
- Arrange to visit the C.S.U.S.B. Computer Center.

02.01

Righteous Writing

The preparation of effective written reports involves a number of different factors. While no one style is necessarily best, there are several things that can be done which can improve the clarity and effectiveness of almost any written report. The suggestions that follow are aimed at improving clarity and effectiveness.

State the Purpose - Before starting to write any report it is an excellent idea to write down exactly what the purpose of that report is. Consider who it is that the report is written for and what they should be able to do as a result of reading it.

List Key Concepts - Make brief notes identifying any/all important ideas that are related to the topic. This is a good time to ask other people, who have some knowledge of your topic, what they consider to be most important.

Make an Outline - Organize the key concepts that you have listed into a logical sequence. Some of your original ideas may be eliminated or modified. At this point it's a good idea to note some basic information in support of each of your key concepts.

Write a First Draft - Start each paragraph with a topic sentence that clearly states one key concept. The sentences that follow should provide information in support of what was stated in the topic sentence. Whenever possible keep your sentences short and simple.

Solicit Feedback - Show your first draft to someone you know who writes well and ask them how it can be improved! Even better, give them a copy of what you have written and ask them to write out their suggestions right on your paper.

Write a Final Draft - Many very good writers will write several drafts before they arrive at what they consider to be an acceptable final draft. It's always a good idea to solicit as much feedback, from as many people, on as many drafts as possible before writing the final draft. The final draft that you submit should be sharp looking, clearly written and consistent with the stated purpose of your report.

Use a Word Processor - All of the writing that you do (and as an instructor, you are expected to do a lot of writing) will be unbelievably easier and will look and be vastly more professional if you use a word processor.

WR 1 INSTRUCTIONAL RESOURCES

OBJECTIVE Given appropriate information each student will prepare a list of instructional resources (relative to a particular course that they might be called upon to teach) in accordance with the criteria listed below.

RATIONALE Anything that can be used to help students learn, can be defined as a type of instructional resource. One of the major responsibilities of a good instructor is to identify and/or make available Instructional Resources that will help students acquire knowledge of specific topics. A listing of instructional resources relative to any particular course can be very helpful to both students and instructors. This assignment is intended to provide the people in this class an opportunity to develop a basic list of good instructional resources (along with a brief narrative description of each resource) that can be used in support of some specific sequence of instruction.

CRITERIA It is expected that each student will:

1. Provide a brief **written course description**, of the sort that might be found in a college catalogue, for a particular course that they could (or do) instruct.
2. List at least **five resources** in a **standard bibliographical format** that they could use in support of that course.
3. Immediately following each resource listed, provide a brief **narrative description** (one or two sentences) of that resource.

RESOURCES Books, parts of books, magazine articles, films, both audio and video tapes, teacher developed materials and certain people are all appropriate instructional resources. A copy of Fred Fudrucker's WR 1 Written Report is included as a part of this guide (page 02.03) as an example of what a correctly formatted report should look like.

EVALUATION The instructor will use a copy of the **"Instructor's Scoresheet for Written Report"** (form from page 01.13 of this guide) to evaluate your report. Students who meet all of the criteria listed on this page and on page 01.12 of this guide can expect to earn full credit.

NOTE: After you have written this report you are required to complete a **"Self Evaluation of Written Report"** using a copy of the **EA 1** form found on page 02.04 of this guide. Please do **not** attach your Self Evaluation to your Written Report.

Fred's WR 1 Written Report (example)

Fudrucker, Fred
ED-501, W.R. 1
April 1, 1943

RESOURCES FOR A COURSE IN BEGINNING UNDERWATER BASKET WEAVING

The purpose of this report is to list and describe five resources that can be used in support of a course in Beginning Underwater Basket Weaving.

Sources of the information in this report:

1. Fudrucker, Fred - From my own professional experience.
2. Reader's Guide to Underwater Basket Weaving Resources, First Edition, Library of Congress, Washington D.C., 1917 (available in the University Library at California State University, San Bernardino).

COURSE DESCRIPTION

Beginning Underwater Basket Weaving is a course designed to acquaint students with the basic principles of underwater basket weaving. The history, materials and techniques of underwater basket weaving are reviewed and students are provided the opportunity to weave baskets underwater.

RESOURCE MATERIALS

Weed, Willey - Common Grasses Used in Underwater Basket Weaving. The Grassroots Press, Oklahoma City 1854.

Considered to be the best book written on the subject. Contains good information about basic grasses that are suitable for both beginning and advanced underwater basket weaving. Good illustrations.

Longbreath, Mary - "What It's Like Underwater", Watersports Annual Vol. 13, No. 5, March 1903, pp 47 - 53.

An excellent article dealing with basic techniques of functioning in a wet environment for people with poorly developed gills.

"Wet and Wonderful" - A Video Recording available from Western Water Sports Inc., 750 Mt. Vernon Ave., San Bernardino, CA 92405

This short video tape (17 minutes) is suitable only for more advanced students due to highly technical language.

Nemo, Capt. Jesus - Guest lecturer. Contact through U.C.L.A. School of Submersion, 101 Main St., San Pedro, CA 91522.

Capt. Nemo has extensive experience both under and above the water. He is an excellent speaker, both motivational and very knowledgeable.

"Weave Me Alone" - Pamphlet published by the One at a Time Club of Albania. 7463 North Lubadubdub Platz, Itcha, Albania.

This pamphlet contains excellent basic information on underwater basket weaving. The only drawback is that there are no known English language versions available.

(page 2 of 2)

02.04

Writer's/Evaluator's name	WR #

EA 1 SELF EVALUATION OF WRITTEN REPORT

Please write out your specific comments for each of the items listed below relative to the Written Report that you are evaluating.

OBJECTIVE - Briefly **describe** what someone should reasonably be able to do as a result of reading the report (consider the purpose of the report). Do NOT use words like "Know", "Understand", "Learn" or "Appreciate".

POSITIVE REINFORCEMENT - Using words like "Good", "Very Good" and/or "Excellent", **identify and describe two things** relating to how well the report was written, that you feel are worthy of praise.

CONSTRUCTIVE CRITICISM - Considering things like the content, format, literary style, etc., **make one specific suggestion** that clearly and specifically describes how something about the report could be improved.

Fred's EA 1 Self Evaluation (example)

Fred Fudrucker	WR 1
Writer's/Evaluator's name	WR #

EA 1 SELF EVALUATION OF WRITTEN REPORT

Please write out your specific comments for each of the items listed below relative to the Written Report that you are evaluating.

OBJECTIVE - Briefly **describe** what someone should reasonably be able to do as a result of reading the report (consider the purpose of the report). Do NOT use words like "Know", "Understand", "Learn" or "Appreciate".

Anyone who reads this report should be able to identify resources that would be appropriate to use for a course in Beginning Underwater Basket Weaving.

POSITIVE REINFORCEMENT - Using words like "Good", "Very Good" and/or "Excellent", **Identify and describe two things** relating to how well the report was written, that you feel are worthy of praise.

Excellent formatting: the report is very neatly laid out, very well organized and very professional looking.

Very good compliance with criteria: all stipulated criteria were met.

CONSTRUCTIVE CRITICISM - Considering things like the content, format, literary style, etc., **make one specific suggestion** that clearly and specifically describes how something about the report could be improved.

Some of the resource descriptions could have been a little more descriptive. Identifying some specific material or idea relative to each resource would help.

Class Session 3 Plan

3

Field Trip

Materials provided in this section of the syllabus.

- Field Trip (information page).. 03.01
- Field Trip Summary (form) 03.02

Equipment **and Materials which the instructor will provide.**

-

Materials which the student must provide.

-

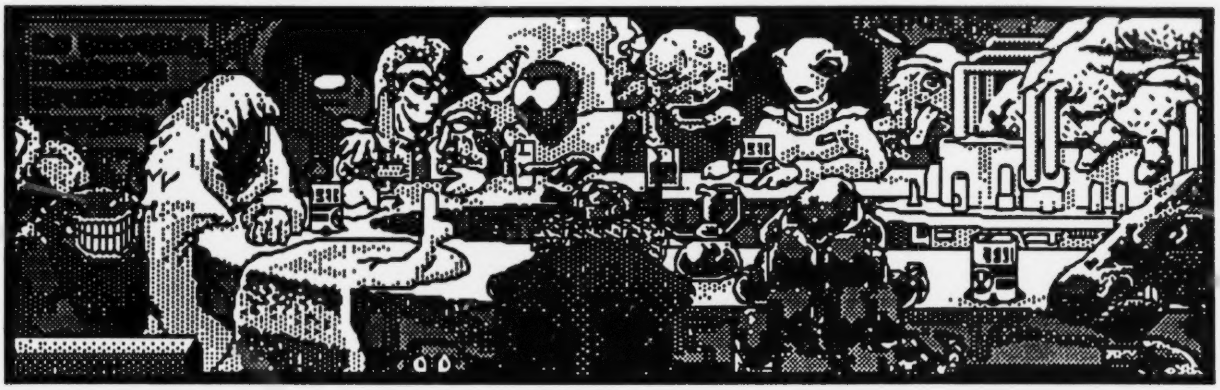
What students should be able to DO as a result of Class Session 3 activity.

- Prepare a Field Trip Summary (FA 3).

Example of an appropriate type of field trip.

COMPUTER CENTER FIELD TRIP

California State University, San Bernardino



THIS FIELD TRIP COULD CHANGE YOUR WHOLE LIFE-STYLE !

The time scheduled for Class Session #3 will be used for a **self guided** tour of the MacIntosh Lab in the Computer Center. This tour may be undertaken at any time and it is the responsibility of each student to select a time that will be convenient for his/her own schedule. The main purpose of this trip is to introduce students to a personal computer system that is **easy** to use and which will produce the type of professional quality written and graphic materials that vocational educators should be using in the courses that they teach.

Before going into the lab, students should check out the Self Guided Audio Tape with a Portable Cassette Tape Player and the Introductory Software that have been developed for orientation to the MacIntosh Computer. Anyone who would like to save the work that they do should also get their own **3.5 inch floppy disk**. Take these materials to the MacIntosh Lab and sit down in front of any computer that is not being used. The only time that any of the computer labs are "off limits" is when a regular class is being conducted in the lab. The Audio Tape will provide easy, step by step, instructions that will enable students to begin using the computer effectively almost immediately. Student Assistants are available in all of the computer labs for anyone who needs assistance.

People who have never used a computer before and people who have used other types of computers extensively have both found that the MacIntosh is fun, easy to use and a great help in the preparation of all kinds of written and graphic materials. Anyone who is already using a MacIntosh computer should still visit the Computer Center to investigate some new or advanced computer application (such as using the Laser Printer). After visiting the Computer Center, each student should complete the **FA 3** form (from page 03.02 of this guide) and return it to the course instructor.

03.02

Last Name	First Name	M.I.

FA 3 FIELD TRIP SUMMARY

Name and location of the facility you visited.

Date and duration of visit.

Names and titles people you talked with.

What did you learn?

What is your previous experience in this area?

What did you like best about the field trip?

What did you like least about the field trip?

Class Session 4 Plan

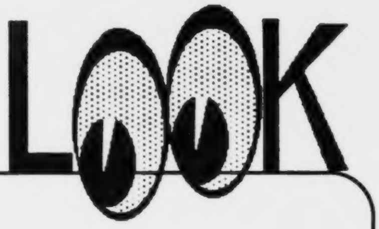
4	TURN IN: * **WR 1** Instructional Resources & **EA 1** Self Eval of WR 1
	ACTIVITY: * **QUIZ 1** Selecting Resources * Simulated Lessons and Evaluations * Objectives Activity

Materials provided in this section of the syllabus.

- * WR 2 Topics and Tasks (information page) 04.01
- * Fred Fudrucker's WR 2 Written Report (example) 04.02
- * LP 1 Lecture Lesson (information page) 04.03
- * Fred Fudrucker's LP 1 Lesson Plan (example) 04.04
- * Sam Schmuck's LP 1 Lesson Plan (example) 04.05
- * Objectives Activity (self paced learning exercise) 04.06
- * Warning (critical information page) 04.07

Equipment and Materials which the instructor will provide.

- * *Overhead Projector.*
- * *VHS Video Recording Equipment.*
- * Quiz 1 (form to be completed and turned in).
- * Review Questions for Quiz 2 (information page).
- * Support material for Fred Fudrucker's LP 1 presentation (transparency).
- * Instructor's Scoresheet for Fred's LP 1 Presentation (transparency).
- * Support material for Sam Schmuck's LP 1 presentation (transparency).
- * Instructor's Scoresheet for Sam's LP 1 Presentation (transparency).
- * Objectives Activity Test (form to be completed and turned in).



Materials which the student must provide.

- * One copy of their WR 1 (for the instructor).
- * One copy of their EA 1 (for the instructor).

What students should be able to DO as a result of Class Session 4 instruction.

- * Prepare for Quiz 2 on "Methods of Instruction".
- * Prepare a Written Report on "Topics and Tasks" (WR 2).
- * Differentiate between good and poor instructional presentation strategies.
- * Write a good student performance objective for a short lecture lesson.
- * Prepare an effective lesson plan for a short lecture lesson (LP 1).

WR 2 TOPICS AND TASKS

OBJECTIVE Given appropriate information each student will prepare a list of topics and a list of tasks relative to something that they could instruct, in accordance with the criteria listed below.

RATIONALE A good instructor must be able to identify and communicate specific information that students need to **know** (topics) and define exactly what students should be able to **do** (tasks). Even though they are very different, there is a direct relationship between topics and tasks. In order to accomplish a task, it is necessary to have some knowledge about that task. On the other hand, simply knowing about a particular task does not mean that a person will be able to accomplish that task. This assignment is intended to provide the people in this class an opportunity to distinguish between topics and tasks relative to something specific that they could instruct.

CRITERIA It is expected that each student will:

1. Comply with all of the criteria specified on page 01.12 of this guide.
2. Write out the description of the **"occupation"** that their course is intended to prepare people for as that occupation is described in the Dictionary of Occupational Titles.
3. List and briefly describe at least **5 topics** (information about some specific content area in a course relative to the occupation described above).
4. On a separate list, describe an appropriate **specific task** for each of the five topics described. These tasks should be written in terms that indicate exactly **what it is that students are expected to be able to DO.**

RESOURCES Review the material on Student Performance Objectives. Review the Dictionary of Occupational Titles relative to your particular occupation. Discuss topics and tasks with your advisory committee and/or other instructors. A copy of Fred Fudrucker's WR 2 Written Report is included as a part of this guide (page 04.02) as an example of what a report that documents topics and tasks should look like.

EVALUATION The instructor will use a copy of the **"Instructor's Scoresheet for Written Report"** (form from page 01.13 of this guide) to evaluate your report. Students who meet all of the criteria listed on this page and on page 01.12 of this guide can expect to earn full credit.

Fred's WR 2 Written Report (example)

Fudrucker, Fred
ED-501, W.R. 2
April 7, 1943

TOPICS AND TASKS RELATIVE TO A COURSE IN BEGINNING UNDERWATER BASKET WEAVING

The purpose of this report is to provide a list of topics and a list of related tasks that are relative to a course in Beginning Underwater Basket Weaving.

Sources of the information in this report:

1. Fudrucker, Fred - From my own professional experience.
2. Weaver, Mary - Beginning Underwater Basket Weaving. The Grassroots Press, Oklahoma City 1863. (this is the textbook that is required for the course).
3. Dictionary of Occupational Titles (Fourth Ed., 1977) U.S Dept. Of Labor, U.S. Govt. Printing Office, Washington D.C., Stock No. 029-013-00079-9

DICTIONARY OF OCCUPATIONAL TITLES DESCRIPTION

(Underwater Basket Weaver 599.685-132)
Selects, washes and prepares grasses. Sets up and tends underwater weaving machines. Selects patterns and adjusts machine components. Removes finished baskets from machines. Sets up and maintains underwater breathing apparatus. May do some hand weaving. May oversee basket drying. May check baskets against stipulated underwater production criteria.

TOPICS for BEGINNING UNDERWATER BASKET WEAVING

1. Information about the different types of grasses used in modern underwater basket weaving.
2. Information about stable and unstable basket designs.
3. Information about safety hazards common to underwater basket weaving.
4. Information about the tools used in underwater basket weaving.
5. Information about the history of underwater basket weaving.

TASKS for BEGINNING UNDERWATER BASKET WEAVING

1. Shown pictures of different types of grasses used in basket weaving each student will correctly identify the three types of grass most commonly used in underwater basket weaving.
2. Shown illustrations of different basket designs each student will correctly distinguish between stable and unstable baskets designs.
3. Each student will clearly and correctly write out the two most dangerous hazards associated with underwater basket weaving.
4. Shown illustrations of a variety of different tools each student will correctly identify and write out the name of each of the five tools commonly used in underwater basket weaving.
5. Each student will write out the correct name of the first person to weave a basket underwater (Ferdinand A. Pondsucker) and the correct names of three other people who have contributed to the history of underwater basket weaving.

(page 2 of 2)

LP 1 LECTURE LESSON

OBJECTIVE Given appropriate information and materials each student will present a short lecture on a topic of their own choice, in accordance with the criteria listed below.

RATIONALE The Lecture Method of instruction can be effective for the communication of relatively simple information to large groups of people. A good lecture must be **motivational.** It is of utmost importance for the lecturer to believe in the value of the information that she/he is communicating. Enthusiasm and sincerity are very important. The effectiveness of a lecture is greatly increased when reinforced visually with drawings, charts and graphs, and/or printed materials. This assignment is intended to provide students an opportunity to develop and present information in the context of a short lecture. The key to success for this assignment is the **KISS principle** (Keep It Short and Simple).

CRITERIA It is expected that each student will:

1. Develop a short **lecture** lesson (which means that the primary way information is to be communicated is by **telling** it to the students). This lecture should be based on a simple topic relative to a specific **student performance objective.**
2. **Start** the lecture with an appropriate **joke**, or humorous incident, that will **lead in** to the topic.
3. Use a **transparency** projected on an **overhead projector.**
4. Limit the presentation to not more than **5 minutes** total time.

RESOURCES Use your own experience to prepare for this presentation. You should choose a topic that you know very well and which you believe would be interesting to students in a class that you could instruct. A copy of Fred Fudrucker's LP 1 Lesson Plan is included as a part of this guide (page 04.04) as an example of what a correctly prepared lesson plan should include.

EVALUATION The instructor will use a copy of the **"Instructor's Scoresheet for Lesson Presentation"** (form from page 01.11 of this guide) to evaluate your presentation. Students who meet all of the criteria listed on this page and on page 01.09 of this guide can expect to earn full credit.

NOTE: After you have reviewed the Video Tape of this presentation, you are required to complete a **"Self Evaluation of Presentation"** using a copy of the **EA 2** form found on page 05.03 of this guide.

Fred's LP 1 Lesson Plan (example)

Lesson Plan

Presenter: Fred Fudrucker

LP #: 1

Type and Title of Lesson

Lecture - The Key Part of a Student Performance Objective

STUDENT PERFORMANCE

Information, Equipment and/or Materials that the Students Need (Condition)

Given ... information about "performance" ...

What Students Should Be Able To DO (Person and Performance)

By the end of this lesson students should be able to ... identify "performance" as the key part of a student performance objective by writing that word next to it's correct definition ...

How Students Will Be Evaluated (Criteria)

... with 100% accuracy. (on a "fill in the blank" type quiz)

INSTRUCTION

Set Up (Equipment and/or Materials that the Instructor Needs) TIME: None

No set up required.

Introduction (focus, motivation and anticipatory set) TIME: 1 min.

Story about lady married three times ...

Content (key points of information) TIME: 3 min.

Review the definitions for:

- Condition
- Person
- PERFORMANCE (repeat and emphasize)
- Criteria

Guided Practice (student activity) TIME: 30 sec.

Have students repeat the word "performance" and write the word on a blank sheet of paper.

Closure (recap and wrap-up and/or clean-up) TIME: 30 sec.

Repeat the key word and it's definition and emphasize the importance of stipulating expected student performance.

TOTAL TIME: 5 min

Sam's LP 1 Lesson Plan (example of a "poor" plan) 04.05

Lesson Plan

Presenter: Sam Schmuck

LP #: 1

Type and Title of Lesson: Lecture on Objectives

STUDENT PERFORMANCE

Information, Equipment and/or Materials that the Students Need (Condition)

Given ... my lecture ...

What Students Should Be Able To DO (Person and Performance)

By the end of this lesson somebody should be able to ...

learn how to do objectives ...

How Students Will Be Evaluated (Criteria)

... good enough to pass a test!

INSTRUCTION

Set Up (Equipment and/or Materials that the Instructor Needs) TIME: none

No set up needed.

Introduction (focus, motivation and anticipatory set) TIME: 30 sec.

Warn them about failing the test!

Content (key points of information) TIME: 4 min.

Objectives may be a waste of time, but school administrators want us to do them so we better do what the administrators want. Tell war story.

Guided Practice (student activity) TIME: none

No practice needed

Closure (recap and wrap-up and/or clean-up) TIME: 30 sec.

Warn them about the test again

TOTAL TIME: 5 min.

Objectives Activity

WRITING GOOD STUDENT PERFORMANCE OBJECTIVES

This is a self guided activity that has been designed to help students acquire skill in writing good student performance objectives. At the conclusion of this activity, each student should have developed a well written objective that would be a good, appropriate student performance objective for a five minute "Lecture" presentation on a topic of their own choice. In order to succeed at this activity it is very important to read each section of this activity carefully and comply with all of the directions conscientiously. There are four basic sections to this activity: The Rationale (which indicates why it is important to be able to write good student performance objectives); Examples of Objectives (to show what good, well written objectives look like); Guided Practice (in which students are provided the opportunity to break down good, well written, objectives into their component parts) and; Writing A Good Objective (in which each student will write a good objective, that will be "approved" as good by a group of the student's peers). The instructor will administer a short "non graded" test at the end of this activity to insure that everyone is able to differentiate between "good" objectives and "poor" objectives.

RATIONALE

Unless both the instructor and the students have a clear concept of what the outcome of instruction should be, it is highly unlikely that students will be able to achieve what the instructor would like them to achieve. Effective instruction is dependent upon clear and explicit written statements that indicate exactly what it is that a student should be able to **DO** as the result of any sequence of instruction. Such statements, when clearly written in the context shown below are called "Student Performance Objectives". All good Student Performance Objectives consist of four parts. Those parts are defined as follows:

* **Condition** – Information and/or materials (sometimes called the "givens") that are needed to do the task.

* **Person** – Who it is (the "student" or "employee" but **never** the "instructor") that is expected to do the task.

** **Performance** – What exactly the task is (it must be both "observable" and "measurable").

* **Criteria** – The standard of performance ("how well" the student should be able to do the task).

Please note that the key part of any objective is the **performance.** What it is that students are expected to be able to do as the result of instruction must be clearly and explicitly written out.

EXAMPLES OF OBJECTIVES

The first step in being able to write good objectives is being able to recognize each of the four parts of an objective in any well written objective that you might encounter. Two examples of good, well written objectives have been provided below. In both cases the objectives have first been written out in their entirety, then broken down into the four component parts.

Example 1

"Given appropriate information and illustrations of four baskets, each student will write the name of each basket next to the illustration of that basket with 100% accuracy."

* **Condition** - Given appropriate information and illustrations of four baskets, ...

* **Person** -... each student ...

** **Performance** -... will write the name of each basket next to the illustration of that basket ...

* **Criteria** -... with 100% accuracy.

Example 2

"Given appropriate information, each student will write out three of the five good reasons for taking a course in Underwater Basket Weaving that reflect ideas correctly using the same terminology that the instructor discussed.on the first day of class".

* **Condition** - Given appropriate information, ...

* **Person** -... each student ...

** **Performance** -... will write out three of the five good reasons for taking a course in Underwater Basket Weaving ...

* **Criteria** - ... correctly using the same terminology that the instructor discussed on the first day of class.

Please note that in both of these examples, all four parts of each objective have been appropriately identified. Elements of the **Condition** were identified as information or materials (in both cases preceded by the word "given"). In both cases the **Person** was identified as "each student". In both cases the **Performance** was written out in such a way that what "each student" was expected to be able to do could be easily observed and measured. And finally, in both cases the **Criteria** were clearly indicated.

GUIDED PRACTICE (Groups of not more than 5 students)

Now it's your turn. Two more examples of good, well written objectives have been provided below. You are to write out each part of each objective in the space provided next to the name of that part. After you have completed the two practice objectives, you should discuss them with the people in your group to insure that everyone has broken them down correctly.

Practice 1

"Given appropriate information, hot water, a cup, a spoon and a jar of instant coffee, each student will make a cup of coffee to their own taste".

* **Condition -**

* **Person -**

** **Performance -**

* **Criteria -**

Practice 2

"Given appropriate information, each student will write out the names of the four parts of a student performance objective correctly and in the correct sequence".

* **Condition -**

* **Person -**

** **Performance -**

* **Criteria -**

WRITING A GOOD OBJECTIVE

Now it's time for you to write out a good, well written objective of your own. The objective that you write should indicate something that students in a course that you could teach would be able to do after **5 minutes** of basic instruction. Obviously, this should be a **very simple** task. The objective that you write, should include all of the four parts of a student performance objective and everyone in your peer group should agree that it is a good, well written objective.

When you have completed this activity you should have a good, well written student performance objective that you can use for your first 5 minute "Lecture" presentation. What you have done on these pages is yours to keep and will not be evaluated by the instructor. If you still have any questions about what constitutes a good, well written objective, you should first check with other students in this class, then with the instructor. **Before leaving class be sure that you complete the Objectives Activity Test and return it to the instructor.** The test is not graded, but it will provide a good indication to the instructor of anyone who may still need some additional help with Student Performance Objectives.

WARNING

Violation of the "Prime Directive" could jeopardize your grade in this course and your whole future as an instructor.

The "Prime Directive" is:

NEVER, NEVER, NEVER, EVER, USE WORDS LIKE "KNOW", "UNDERSTAND", "LEARN" OR ANY OTHER NON SPECIFIC VERBS IN STUDENT PERFORMANCE OBJECTIVES.

Class Session 5 Plan

5

TURN IN: * **WR 2** Topics and Tasks & **FA 3** Field Trip Summary

ACTIVITY: * **QUIZ 2** on Methods of Instruction
* **LP 1** Lecture Lessons
* Discussion of EA 5 Record Keeping

Materials provided in this section of the syllabus.

* WR 3 Course and Unit Plans (information page) 05.01
* Fred Fudrucker's WR 3 Written Report (example) 05.02
* EA 2 Self Evaluation of Presentation (blank form) 05.03
* LP 2 Non Verbal Lesson (information page) 05.04
* EA 5 Record Keeping (blank form) 05.05

Equipment **and Materials which the instructor will provide.**

* *Overhead Projector.*
* *VHS Video Recording Equipment.*
* Quiz 2 (form to be completed and turned in).
* Review Questions for Quiz 3 (information page).

Materials which the student must provide.

* A blank VHS Video Tape.
* A copy of the LP 1 Lesson Plan and Transparency (for the instructor).
* A copy of completed WR 2 (for the instructor).
* A copy of completed FA 3 (for the instructor).

What students should be able to DO as a result of Class Session 5 instruction.

* Prepare for Quiz 3 on "Curriculum Development".
* Prepare a Written Report on "Course and Unit Plans" (WR 3).
* Complete a Self Evaluation of the LP 1 Presentation (EA 2).
* Prepare an effective lesson plan for a short non verbal lesson (LP 2).
* Demonstrate effective "lecture" techniques.

WR 3 COURSE AND UNIT PLANS

OBJECTIVE Given appropriate information each student will prepare a brief course plan and a brief unit plan for a course that they could instruct in accordance with the criteria listed below.

RATIONALE A **course plan** should focus upon general skills and knowledge that students are expected to acquire and briefly identify each of the units for the course. A **unit plan** should encompass logical groupings of specific knowledge and skills that students are expected to acquire and briefly identify each of the lessons for the unit. This assignment is intended to provide an opportunity for the people in this class to prepare a sample course plan and a sample unit plan.

CRITERIA It is expected that each student will:

1. Prepare a **sample** one page **course plan** that includes a **brief course overview** and a **unit description** of at least **three units** from that course.

2. Select any one of the three units and prepare a **sample** one page **unit plan** that includes the **unit description** and a **lesson description** of at least **three lessons** from that unit.

3. Include an estimate of the **time required** to complete the **whole course, each unit** and **each lesson** described.

4. Include a deliberate and obvious **error** somewhere in the report. Describe this error on a separate sheet of paper that will be given to the **instructor only** along with the copy of the report that is submitted for grading.

5. Make enough **copies of the report** for **everyone in this class.**

RESOURCES Review the material on course and unit planning in the assigned readings for this course. A copy of Fred Fudrucker's **WR 3** Written Report is included as a part of this guide (page 05.02) as an example of what a sample course and unit plan should look like.

EVALUATION The instructor will use a copy of the **"Instructor's Scoresheet for Written Report"** (form from page 01.13 of this giude) to evaluate your report. Students who meet all of the criteria listed on this page and on page 01.12 of this guide can expect to earn full credit.

NOTE: You are required to read and complete a **"Peer Evaluation of Written Report"** (using copies of the **EA 3** form found on page 06.01 of this guide) for each of the WR 3 reports that you receive from other students.

Fred's WR 3 Written Report (example)

Fudrucker, Fred
ED-501, W.R. 3
April 15, 1943

SAMPLE COURSE AND UNIT PLANS FOR A COURSE IN BEGINNING UNDERWATER BASKET WEAVING

The purpose of this report is to develop a complete and comprehensive plan for the course that I instruct in Beginning Underwater Basket Weaving.

Sources of the information in this report:

1. Fudrucker, Fred - From my own professional experience.
2. Weaver, Mary - Beginning Underwater Basket Weaving. The Grassroots Press, Oklahoma City 1863. (this is the textbook that is required for the course).

(one page sample Course Plan)

COURSE OVERVIEW for BEGINNING UNDERWATER BASKET WEAVING

Beginning Underwater Basket Weaving is a course designed to acquaint students with the basic principles of underwater basket weaving. The history, materials and techniques of underwater basket weaving are reviewed and students are provided the opportunity to weave baskets underwater. This is a 5 unit (40 hour) course that meets for 4 hours, once a week for 10 weeks. The following units are typical of the units in this course:

UNIT I - INTRODUCTION AND COURSE REQUIREMENTS

This 4-hour unit is designed to be delivered during the first, 4-hour class session. Students will provide information about their individual backgrounds and the instructor will review all course topics, assignments and other course requirements. At the conclusion of this unit all students should be able to identify everything that they must do in order earn a passing grade in this course.

UNIT II - HISTORY AND PHILOSOPHY

This 8-hour unit is designed to be delivered during the second and third 4 hour class sessions. The instructor will provide specific information about historical and philosophical concepts that have influenced the evolution of Underwater Basket Weaving. At the conclusion of this unit all students should be able to identify the seven historical milestones that have influenced the development of Underwater Basket Weaving and write out their own philosophy of weaving.

UNIT III - MARKETING PRINCIPLES

This 2 hour unit is designed to be delivered during the first half of the fourth, 4-hour class session. The instructor will discuss the three basic principles commonly applied to the marketing of baskets that have been woven under water. At the conclusion of this unit all students should be able to name and describe each of those three principles.

(page 2 of 3)

(one page sample Unit Plan)

BEGINNING UNDERWATER BASKET WEAVING
UNIT III - MARKETING PRINCIPLES

This 2 hour unit is designed to be delivered during the first half of the fourth, 4-hour class session. The instructor will discuss the three basic principles commonly applied to the marketing of baskets that have been woven under water. At the conclusion of this unit all students should be able to name and describe each of those three principles.

LESSON 1 - IDENTIFYING POTENTIAL CUSTOMERS

At the conclusion of this 30 minute lesson each student should be able to describe in writing the one basic, clearly observable personality trait that is common to everyone who buys baskets that have been woven under water.

LESSON 2 - PRESENTING THE PRODUCT

At the conclusion of this 30 minute lesson each student should be able to describe in writing the two basic factors that must occur in order to insure that the product is properly presented.

LESSON 3 - CLOSING THE SALE

At the conclusion of this 30 minute lesson each student should be able to describe in writing the one basic strategy that must be employed in order to facilitate the closing of a sale.

QUIZ ON UNIT III

During the final 30 minutes of this unit, students will be given an essay type quiz in which they will be asked to write out the answers to questions that reflect **exactly** what is stated that they should be able to do as a result of each of the three lessons in this unit.

Fudrucker, Fred
ED-501, W.R. 3
April 15, 1943

For the instructor only

My "error" was in the statement of purpose. The purpose should be to provide a sample course plan and a sample unit plan not to "develop a complete and comprehensive plan for the course that I instruct in Beginning Underwater Basket Weaving".

05.03

Presenter's/Evaluator's name	LP #

EA 2 SELF EVALUATION OF PRESENTATION

Please write out your specific comments for each of the items listed below after viewing the Video Tape fo the Presentation that you are evaluating.

OBJECTIVE - Briefly **describe** what someone should reasonably be able to do as a result of seeing the presentation (consider the student performance objective). Do NOT use words like "Know","Learn" or "Understand".

POSITIVE REINFORCEMENT - Using words like "Good", "Very Good" and/or "Excellent", **identify and describe two things** relating to how well the lesson was presented, that you feel are worthy of praise.

CONSTRUCTIVE CRITICISM - Considering things like organization, timing, emphasis, etc., **make one specific suggestion** that clearly describes how something about the presentation could be improved.

LP 2 NONVERBAL LESSON

OBJECTIVE Given appropriate information and materials each student will present a short nonverbal demonstration relative to a task of their choice in accordance with the criteria listed below.

RATIONALE Nonverbal communication is far more common than most people realize. The gestures that we use, even those that we are not aware of, can communicate a great deal to other people. Many educators tend to rely just on what is **said** or **written** and may completely ignore nonverbal communication. Developing a lesson that does not depend on any words should help an instructor to identify and use a variety of communicative strategies that she/he might otherwise overlook. This assignment is intended to provide students with the opportunity to develop effective nonverbal communication strategies.

CRITERIA It is expected that each student will:

1. Develop a short **nonverbal** (demonstration) lesson based on a specific **student performance objective.**
2. **Not use any spoken or written words** to indicate what it is that the lesson is all about (it is permissible to "set up" the lesson by telling the students what kind of group the lesson is intended for).
3. Use some sort of nonverbal **visual aid.**
4. **Act out** what it is that students are expected to be able to do.
5. Limit the presentation to not more than **5 minutes** total time.

RESOURCES Use your own experience to prepare for this presentation. You should choose something **simple** and **interesting** that can be easily understood in a visual context.

EVALUATION The instructor will use a copy of the **"Instructor's Scoresheet for Lesson Presentation"** (form from page 01.11 of this guide) to evaluate your presentation. Students who meet all of the criteria listed on this page and on page 01.09 of this guide can expect to earn full credit.

EA 5 RECORD KEEPING ACTIVITY

List the full names of all the class members (including your own) in alphabetical order in the spaces provided below. List a maximum point score for each one of the assignments (at right) and then record individual student scores for each of the assignments.

	Data Sh.	Interv.	WR 3	WR 4	EA 3	LP 3	LP 4	EA 4			Total	Grade

NOTE: All information on this form is strictly *CONFIDENTIAL* and will not influence anyone's actual grade. It will be used as an indication of your ability to differentiate between different levels of demonstrated performance and to keep accurate records of your perception of such performance. ***List the point range for each "grade" below.***

Class Session 6 Plan

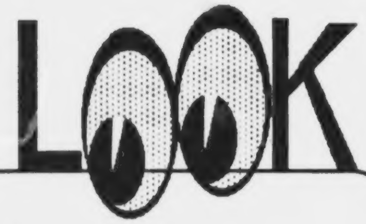
6	TURN IN: * **WR 3** Course and Unit Plans & **EA 2** Self Eval of LP 1
	ACTIVITY: * **QUIZ 3** Curriculum Development * **LP 2** Non Verbal Lessons

Materials provided in this section of the syllabus.

* EA 3 Peer Evaluation of Written Report (form) 06.01
* LP 3 Demonstration Lesson (information page) 06.02
* EA 4 Peer Evaluation of Presentation (form) 06.03
* WR 4 Student Needs (information page) 06.04
* Fred Fudrucker's WR 4 Written Report (example) 06.05

Equipment **and Materials which the instructor will provide.**

* *Overhead Projector.*
* *VHS Video Recording Equipment.*
* Quiz 3 (form to be completed and turned in).
* Review Questions for Quiz 4 (information page).



Materials which the student must provide.

* A blank VHS Video Tape.
* A completed EA 2 Self Evaluation (for the instructor).
* Copies of completed WR 3 Report (for other students and the instructor).
* A statement describing your WR 3 error (for the instructor only).
* A copy of the LP 2 Lesson Plan (for the instructor).

What students should be able to DO as a result of Class Session 6 instruction.

* Prepare for Quiz 4 on "Student Characteristics".
* Prepare a Written Report on "Student Needs" (WR 4).
* Prepare an effective lesson plan for a short demonstration lesson (LP 3).
* Write good basic peer evaluations of student written reports (EA 3).
* Write good basic peer evaluations of student presentations (EA 4).
* Demonstrate effective "non verbal" techniques.

06.01

Writer's name

WR #

EA 3 PEER EVALUATION OF WRITTEN REPORT

Please write out your specific comments for each of the items listed below relative to the Written Report that you are evaluating.

OBJECTIVE - Briefly **describe** what someone should reasonably be able to do as a result of reading the report (consider the purpose of the report). Do NOT use words like "Know", "Understand" or "Appreciate".

POSITIVE REINFORCEMENT - Using words like "Good", "Very Good" and/or "Excellent", **identify and describe two things** relating to how well the report was written, that you feel are worthy of praise.

CONSTRUCTIVE CRITICISM - Considering things like content, literary style, format, etc., **make one specific suggestion** that clearly describes how something about the report could be improved.

Evaluator's Name

Date

LP 3 DEMONSTRATION LESSON

OBJECTIVE Given appropriate information and materials each student will present a short demonstration of a specific task of their own choice in accordance with the criteria listed below.

RATIONALE The Demonstration Method of instruction can be effective for showing a relatively small group of people how a particular task can or should be accomplished. The effectiveness of a demonstration is greatly increased when printed information, in the form of a handout that explains the demonstration, is given to the students so that they can go back and review what it was that they saw. This assignment is intended to provide students an opportunity to develop and present an effective short and and simple demonstration.

CRITERIA It is expected that each student will:

1. Develop a short **demonstration** lesson(which means that the primary way information is to be communicated is by the instructor **showing** something to the students). This demonstration should be based on a simple task relative to a specific **student performance objective.**
2. Develop a one page **handout** to use with the demonstration.
3. Limit the presentation to not more than **5 minutes** total time.
4. Make enough copies of your **lesson plan** and **handout** for everyone in class. These should be distributed just prior to the start of your presentation.
5. Include a deliberate and fairly obvious **error** somewhere in your lesson plan, presentation or handout. Describe this error on a separate sheet of paper that you will give to the **instructor only** along with a copy of your lesson plan.

RESOURCES Use your own experience to prepare for this presentation. You should choose a task that you know very well and which you believe would be useful to students in a class that you could instruct.

EVALUATION The instructor will use a copy of the **"Instructor's Scoresheet for Student Presentation"** (form from page 01.11 of this guide) to evaluate your presentation. Students who meet all of the criteria listed on this page and on page 01.09 of this guide can expect to earn full credit.

NOTE: You are required to complete a **"Peer Evaluation of Presentation"** on each of the other student's LP 3 Presentations using copies of the **EA 4** form found on page 501.06.05 of this syllabus.

Presenter's name	LP #

EA 4 PEER EVALUATION OF PRESENTATION

Please write out your specific comments for each of the items listed below while observing the Presentation that you are evaluating.

OBJECTIVE - Briefly **describe** what someone should reasonably be able to do as a result of seeing the presentation (consider the student performance objective). Do NOT use words like "Know","Learn" or "Understand".

POSITIVE REINFORCEMENT - Using words like "Good", "Very Good" and/or "Excellent", **identify and describe two things** relating to how well the lesson was presented, that you feel are worthy of praise.

CONSTRUCTIVE CRITICISM - Considering things like organization, timing, emphasis, etc., **make one specific suggestion** that clearly describes how something about the presentation could be improved.

Evaluator's Name	Date

WR 4 STUDENT NEEDS

OBJECTIVE Given appropriate "background" information each student will prepare a written report describing specific characteristics of a particular group of students in accordance with the criteria listed below.

RATIONALE In order to design and provide effective instruction, good instructors must first collect some basic information about characteristics and individual needs of the students for whom the instruction is intended. The success of any instruction depends upon a number of factors that impact upon student's readiness to learn. This assignment is intended to provide an opportunity for people in this class to collect and/or consider information about a particular group of students relative to a particular instructional situation.

CRITERIA It is expected that each student will:

1. **List** and **briefly describe** basic information about a group of students that they are (or could be) involved with instructing. Data should include, but is not limited to information about **age, gender, ethnic background** and **socio-economic background**.

2. **List** and **briefly describe** the **basic skills** that students need in order to **enter** the course and profit from the instruction.

3. Specifically **describe why these students should be motivated** to learn what is being taught in the course.

4. Make enough **copies of the report** for **everyone in this class**.

RESOURCES Review the material on student characteristics from the assigned readings for this course. It might be helpful for you to develop a student **survey instrument** to collect this type of information directly from the group of people that you instruct (or could instruct). If you do use a survey instrument please attach a copy of it to this report. A copy of Fred Fudrucker's **WR 4** Written Report is included as a part of this guide (page 06.04) as an example of what a report that documents student characteristics should look like.

EVALUATION The instructor will use a copy of the **"Instructor's Scoresheet for Written Report"** (form from page 01.13 of this guide) to evaluate your report. Students who meet all of the criteria listed on this page and on page 01.12 of this guide can expect to earn full credit.

Fred's WR 4 Written Report (example)

Fudrucker, Fred
ED-501, W.R. 4
April 22, 1943

CHARACTERISTICS OF STUDENTS WHO TAKE THE COURSE "BEGINNING UNDERWATER BASKET WEAVING"

The purpose of this report is to describe the characteristics of a group of students who would typically take a course in Beginning Underwater Basket Weaving.

Sources of the information in this report:

1. Fudrucker, Fred - From my own professional experience.

2. Factfinder, Frank - Demographics of the Deep, Haircut Brace & Co.,Yucaipa CA 1938

(page 1 of 2)

COURSE DESCRIPTION

Beginning Underwater Basket Weaving is a course designed to acquaint students with the basic principles of underwater basket weaving. The history, materials and techniques of underwater basket weaving are reviewed and students are provided the opportunity to weave baskets underwater.

BASIC DEMOGRAPHIC INFORMATION

Typically Underwater Basket Weaving courses are comprised of about 80% females and 20% males. Students must be at least 21 years old and cannot find employment if they are over 62. The average age of students in any given class is usually around 40 with 90% of the students being between 30 and 50. At least 85% of the students are from upper middle class families (the remaining 15% coming from very wealthy families), with 20% being white, 20% being black, and the remaining 60% being blue.

PREREQUISITE BASIC SKILLS

In order to successfully learn Underwater Basket Weaving students must be in good physical health and good enough physical condition to work under water for periods of time up to 3 hours. They must have full dexterity in both hands and vision which is correctable to 20/20. They must be able to read at the 10th grade level and be competent at performing basic math functions of addition and subtraction. They should also be able to swim and should have successfully completed at least one course in Basic Situational Ethics.

STUDENT MOTIVATION

Students who successfully complete this course have an excellent chance of finding employment as an Underwater Basket Weaver. The current starting hourly wage for Underwater Basket Weavers is $32.50 and 95% of the students completing this course have found employment as Underwater Basket Weavers within two weeks of the time they completed the course. In addition, the skills taught in this course are easy to learn and there are constantly evolving new developments in the technology of Underwater Basket Weaving which makes it a highly interesting field to be involved in.

(page 2 of 2)

Ed-501 Class Session 7 Plan

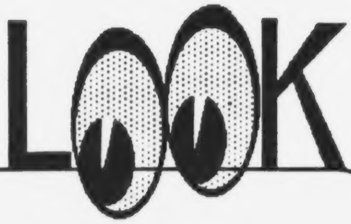
7	TURN IN: * **WR 4** Student Needs & **EA 3** Peer Evals of WR 3
	ACTIVITY: * **QUIZ 4** on Student Characteristics * **LP 3** Demonstration Lessons * **EA 4** Peer Evaluations of LP 3

Materials provided in this section of the syllabus.

* WR 5 Evaluating Competency (information page)	07.01
* Fred Fudrucker's WR 5 Written Report (example)	07.02
* LP 4 Directed Discovery Lesson (information page)	07.03
* FA 4 Credential Information Summary (form)	07.04
* FA 5 Course Notebooks (information page)	07.05

Equipment **and Materials which the instructor will provide.**

- *Overhead Projector.*
- *VHS Video Recording Equipment.*
- Quiz 4 (form to be completed and turned in).
- Review Questions for Quiz 5 (information page).



Materials which the student must provide.

- A blank VHS Video Tape.
- Copies of the LP 3 Lesson Plan (for other students and the instructor).
- A statement describing your LP 3 error (for the instructor only).
- Copies of completed WR 4 Report (for other students and the instructor).
- Completed EA 3 forms (for the instructor).
- Completed EA 4 forms (for the instructor).

VERY IMPORTANT: Each student is expected to bring enough **blank** EA 4 forms to complete a peer evaluation for every LP 3 Presentation. All of these evaluations are to be completed in class and turned in to the instructor before leaving class.

What students should be able to DO as a result of Class Session 7 instruction.

- Prepare for Quiz 5 on "Evaluation Instruments".
- Prepare a Written Report on "Evaluating Competency" (WR 5).
- Prepare an effective lesson plan for a short directed discovery lesson (LP 4).
- Prepare a Credential Information Summary (FA 4).
- Organize a course notebook (FA 5).
- Demonstrate effective "demonstration" techniques.

WR 5 EVALUATING COMPETENCY

OBJECTIVE Given three specific, well written, student performance objectives each student will prepare an evaluation instrument to measure the competency indicated in each of those objectives in accordance with the criteria listed below.

RATIONALE Before competency at any task can be measured, it must be clearly defined. What the student is expected to be able to **do** as the result of instruction must be explicitly stated in terms that describe behavior that is **observable** and **measurable**. In other words, a good evaluation instrument must be based on specific, well written **student performance objectives**. For an essay type test, the basic thing that students are expected to be able to do is to **"define in writing"**. For a multiple choice type test, the basic thing that students are expected to be able to do is to **"identify"**. This assignment is intended to provide the people in this class an opportunity to develop an effective evaluation instrument that is derived directly from good student performance objectives that can be measured by a "pencil and paper" test.

CRITERIA It is expected that each student will:

1. Write out at least three **good student performance objectives** that can be measured by a written test.
2. Develop a **written test** (with "multiple choice", "fill in" and/or "essay" type questions) that will measure **exactly** what is stated in each one of those objectives. The test instrument should be **typed, include clear and specific directions** and **be neatly organized with ample room provided for the answers of all questions.**
3. Make enough **copies of the report** for **everyone in this class.**

RESOURCES Review the material on evaluation of competency in the assigned readings for this course. Please note that most of the tests that you have taken as a student have probably **not** been very good tests. A good test should measure the students ability to do exactly what a well written student performance objective indicates that she/he will be able to do. A copy of Fred Fudrucker's **WR 5** Written Report is included as a part of this guide (page 07.02) as an example of what a competency based evaluation instrument should look like.

EVALUATION The instructor will use a copy of the **"Instructor's Scoresheet for Written Report"** (form from page 01.13 of this guide) to evaluate your report. Students who meet all of the criteria listed on this page and on page 01.12 of this guide can expect to earn full credit.

Fred's WR 5 Written Report (example)

Fudrucker, Fred
ED-501, W.R. 5
April 29, 1943

TESTING FOR COMPETENCY IN A COURSE IN BEGINNING UNDERWATER BASKET WEAVING

The purpose of this report is to present a written evaluation instrument that will measure student competency for each one of the following student performance objectives:

1. Given diagrams of three types of baskets the student will correctly identify which diagram represents the most stable basket design.
2. Given appropriate information the student will correctly list the names of the four types of grasses most commonly used in underwater basket weaving.
3. Given appropriate information the student will write out the correct definition for the term "Double-Cross Weave".

Sources of the information in this report:

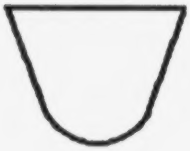
1. Fudrucker, Fred - From my own professional experience.
2. Goodquestion, Aska - "How to Make Good Test Questions for Students in Underwater Basket Weaving Courses", Evaluation Weekly , Vol XIX, No.4, Feb. 1943, pp 735 to 791.

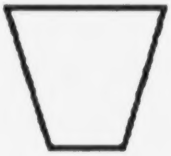
____
Student's Name

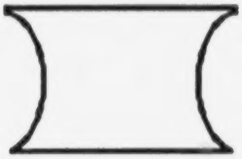
UNDERWATER BASKET WEAVING
Quiz #3 - Design and Materials

This quiz has three questions. Each question is worth 5 points. You have 10 minutes in which to complete the quiz. Please use the space provided on this page to answer each question. If you finish early, please turn your quiz face down on your desk and sit quietly.

Question 1 - Identify (by drawing a circle around it) which of the 3 diagrams below represents the most stable basket design.







Question 2 - List (in the numbered spaces) the names of the four types of grasses most commonly used in underwater basket weaving.

1. ______________________ 2. ______________________

3. ______________________ 4. ______________________

Question 3 - Write out (in the space provided) the correct definition for the term "Double-Cross Weave".

____

____

____

____

07.03

FA 5 COURSE NOTEBOOKS

Course Notebooks are intended to provide each student with a convenient means of storing and being able to easily retrieve useful information that is derived from this course. In order to develop a good Course Notebook the following criteria should be met:

1. Use a large **Three Ring Loose Leaf Binder** that will accommodate standard 8 1/2 by 11 paper.
2. Use **Index Tabs** and/or cardboard **Division Pages** to divide your notebook into appropriate sections. Each section should be clearly labeled
3. Include only material in each section that you believe will be useful to you as an instructor. It is suggested that you keep a copy of everything that you turn in (at least until you have received your final course grade).
4. Organize all of your materials in a **neat** and **logical** manner.
5. Design a **Title Page** that clearly identifies the nature and purpose of your notebook.
6. Design a **Table of Contents** that identifies the type of materials to be found in each section of the notebook.

NOTE: These notebooks should be organized in a manner that will promote the continued use and updating of the information that each student determines is worth collecting and storing. There is no "single best" method of organization. Each student should continue to experiment with different ways of organizing the information that he/she collects and constantly strive to become more efficient in the various ways that he/she collects, stores, retrieves and uses instructional information and materials.

Recycle Your Ideas

LP 4 DIRECTED DISCOVERY LESSON

OBJECTIVE Given appropriate information and materials each student will design an educational experience to help the other class members discover something in accordance with the criteria listed below.

RATIONALE The Directed Discovery method of instruction is highly effective whenever sufficient **time** and adequate **materials** are available. Most people learn best by doing. The amount of direction provided by the instructor will depend upon the needs of individual students. As a general rule, it's best to get the students started doing something as soon as possible. In directed discovery, the primary role of the instructor is to **facilitate** learning: the presentation of information should be kept to a minimum. This assignment is intended to provide students an opportunity to design and present a basic directed discovery learning experience.

CRITERIA It is expected that each student will:

1. Develop a short **directed discovery** lesson (which means that students should **"learn by doing"**) based on a **student performance objective.**
2. Provide all of the **materials** needed for all of the students to be able to do what it is that they are expected to be able to do. **Simple** and **inexpensive** materials are essential.
3. Dress in a **costume** that is appropriate for their lesson.
4. **Start** the lesson in a *dramatic* manner!
5. Limit the presentation to not more than **5 minutes** total time.

RESOURCES You should **choose something that can be set up quickly**, that will be fairly easy for the students in this class to do and does not involve using either extensive or expensive materials.

EVALUATION The instructor will use a copy of the **"Instructor's Scoresheet for Student Presentation"** (form from page 01.11 of this guide) to evaluate your presentation. Students who meet all of the criteria listed on this page and on page 01.09 of this guide can expect to earn full credit.

From an old proverb ...
"What I hear I often forget;
What I see I remember better;
What I do is a part of me forever."

Last Name First Name M.I.

FA 4 CREDENTIAL INFORMATION SUMMARY

Name and phone number of your credential analyst.

Name and address of agency at which analyst works.

What subjects do you want to teach (how will those subjects be described on your credential)?

What type of credential are you applying for?

How much teaching do you plan to do?

List all of the requirements needed to qualify for a clear credential and place a check mark by each one you have already completed.

By what date must all of those requirements be met?

Class Session 8 Plan

8

TURN IN: *** WR 5** Evaluating Competency & **FA 4** Credential Summary

ACTIVITY:
*** QUIZ 5** Evaluation Instruments
*** FA 5** Check Course Notebooks in class
*** LP 4** Directed Discovery Lessons

Materials provided in this section of the syllabus.

- * Problems Activity (information page) 08.01
- * Additional Credit Request (information page) 08.02

Equipment **and Materials which the instructor will provide.**

- * *Overhead Projector.*
- * *VHS Video Recording Equipment.*
- * Quiz 5 (form to be completed and returned).

Materials which the student must provide.

- * Copies of completed WR 5 Report (for other students and the instructor).
- * A copy of the LP 3 lesson plan (for the instructor).
- * A copy of the FA 4 Credential Information Summary (for the instructor).
- * The EA 5 Course Notebook (for the instructor to score in class).

What students should be able to DO as a result of Class Session 8 instruction.

- * Prepare a request for "additional credit" that documents "outstanding" work.
- * Prepare a written statement that describes a "problem" that could occur in an educational environment.
- * Demonstrate effective "directed discovery" techniques.

Problems Activity

There seem to be a number of things that never get "covered" in most teacher education courses. Things like how to break up a fight or what to do if a student makes sexual advances toward you. There are a number of "problems" that can occur in any sort of educational environment which could be potentially disastrous to an instructor who is unprepared for unexpected contingencies. While it is certainly not possible to prepare in advance for everything that might happen, it is possible to discuss various types of problems that various instructors have encountered in order to see the type of "solutions" that those instructors have found to be effective.

This activity is intended to provide the people in this class an opportunity to discuss various problems that they have encountered (or fear that they may encounter) relative to their role as instructors. In order to facilitate this activity, each student in this course should type out and bring to the next class session a brief description of some problem (related to their role as an instructor), that they have encountered, or think that they might possibly encounter. These descriptions will provide the basis for an in class discussion in which various alternative solutions to the problems can be considered. Due to the sensitive nature of this this type of discussion this activity will **not** be graded. It is expected that each student will bring a brief typewritten (or word processed) description of some problem and that everyone will participate in the discussion.

The type of problems that we will be discussing should include, but are certainly not limited to, the following:

Child Abuse

Drug and Alcohol Abuse

Classroom Discipline

Sexual Harassment

Counseling Students

Preventing Cheating

Legal Responsibilities

Ethical Responsibilities

Additional Credit Request

In reality the minimum passing grade for this course is "B-". Most graduate schools will not accept any grade lower than a "B-" toward fulfillment of any of their requirements. In order too pass this course (earn at least a "B-") students must demonstrate that they are proficient at all fourteen of the competencies that are listed in the front of this guide. It is not possible for anyone who has not demonstrated such competency to accumulate enough points to earn a grade any higher that "C+". On the other hand anyone who demonstrates proficiency at all fourteen competencies can be assured of earning at least a "B-". The assignments for this course (through which students are expected to demonstrate their proficiency at the fourteen competencies) are set up so that a student who earns the maximum number of points on all of them can expect to earn a "B+".

Because traditionally the grade of "A" represents some form of extra effort and outstanding achievement, any student in this course who desires an "A" will need to document some aspect of their work in this course that reflects extra effort and outstanding achievement.

Typically almost all of the students who take this course produce work which is outstanding in some way or another. However, **in order to receive the additional credit that they need to earn an "A"or an "A-"**, students must prepare a **one page, typewritten (or word processed), report in which they describe exactly what it is they have done that has been outstanding**. Any work which exceeds basic criteria ***may*** be considered as outstanding. Full credit with a plus (+) on any regular assignment is certainly one indication of outstanding achievement. Work done beyond the stipulated course assignments that results in better teaching, professional development or which benefits school or community may also be an indication of outstanding achievement.

The preparation of these requests for additional credit is consistent with what some people consider to be a "survival principle" for teachers. That principle is based on the unfortunate, but often accurate, perception that the good things that teachers do often go unnoticed or are taken for granted. Therefore it becomes very important for teachers to subtly call to the attention of their administrators all of the good things that they are accomplishing. In that context, all of the members of this class, who have have in fact demonstrated outstanding achievement at some point during the course, are encouraged to prepare and submit an "Additional Credit Request". Everyone who demonstrates proficiency at all of the competencies will receive at least a "B-", but only students who have demonstrated some form of outstanding achievement and documented that achievement in an Additional Credit Request can expect to receive an "A".

Class Session 9 Plan

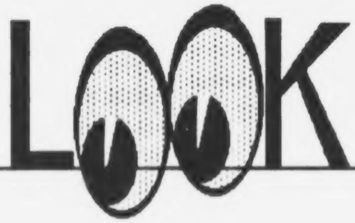
9	TURN IN: * **EA 5** Record Keeping & **Additional Credit Request**
	ACTIVITY: * Make Up presentations * Review for Final Examination * Problems Activity

Materials provided in this section of the syllabus.

- Acountability (information page) 09.01

Equipment **and Materials which the instructor will provide.**

- *Overhead Projector.*
- *VHS Video Recording Equipment.*



Materials which the student must provide.

- Completed EA 5 form ([illegible]he instructor).
- Additional Credit Request (for the instructor).
- Problem Description (for discussion).

What students should be able to DO as a result of Class Session 9 instruction.

- Prepare for the Final Examination
- Identify potential problems that they have encountered (or could encounter) in instructional situations and propose solutions to those problems.

Accountability

The major professional responsibility of every instructor is to do everything possible to insure that the students in his/her courses acquire the knowledge and skills that those courses were developed to impart. This process begins with the instructor identifying (in clear and specific terms) exactly what it is that students are expected to be able to do as a result of the instruction they receive. Next, the instructor must develop and organize instruction that is explicitly designed to help students acquire the knowledge and skills that have been identified. This involves considerably more than just presenting information: the instructor must develop instruction that will motivate students to learn, that will involve students with actually doing the things that they are intended to learn and that is easily measurable. Finally, the instructor must develop and use effective tests that will measure student's ability to do the things that were originally identified as the things that they should be able to do. Only when the students have demonstrated that they are able to do those things, can it be said that the instructor has really demonstrated his/her own accountability.

Class Session 10 Plan

10	TURN IN:	* "Final" Field Experience Verifications & All "Make Up" work
	ACTIVITY:	* **FINAL EXAMINATION** * Postcourse Survey * Evaluation of Instructor

Materials provided in this section of the syllabus.

- Evaluation of course and instructor (information page) 10.01

Materials which the instructor will provide.

- Final Examination (form to be completed and turned in).
- Postcourse Survey (form to be completed and turned in).
- Evaluation of Instructor (form to be completed and turned in).
- Certificate of Completion (certificate to be presented to each student who has demonstrated **all** of the competencies indicated for this course.

Materials which the student must provide.

- A clear mind that is prepared to respond to the Final Examination essay questions.

What students should be able to DO as a result of Class Session 10 activities.

- Describe, in writing, specific educational concepts that were studied as a part of this course.

NOTE: This is the last regular class session. Any student who would like to review their Final Examination should make an individual appointment with the instructor to do so.

Ed-501 Evaluation of Course and Instructor

Every instructor, who really is an instructor (not just a presenter of information, or someone who would rather be doing something else), should make a formal effort to collect information about the the effectiveness of the course (how much it really helped the students) and the effectiveness of the instruction (how well the instructor really did). This effort is certainly appropriate and very much recommended at the end of **every** course that **every** instructor presents. Most schools and other educational and training institutions have some form of instructional evaluation. Many of these instructional evaluations are very good (others are not so good), but it is still a basic responsibility of all good instructors to develop and use personal evaluation instruments which will provide them with good indications about the things that are good and the things that may need to be changed or improved relative to both the course itself and their own instructional effectiveness. In this course the instructor has developed two one page evaluation instruments: A "Postcourse Survey" to find out about the course itself and an "Evaluation of Instructor" to find out about the quality of instruction.

The "Postcourse Survey" lists all fourteen of the competencies specified for this course and requests students to indicate their perception of: 1) their ability at each competency prior to taking Education 501; 2) their ability at each competency after having completed Education 501; and 3) their perception of the importance of each competency. Using this instrument the instructor can determine to what extent students perceive they have learned and how important they believe the things that they were supposed to learn are.

The "Evaluation of Instructor" lists a number of qualities that are considered to be important relative to a course of this type and requests students to indicate their perception of how well the instructor exemplified each quality. Using this instrument the instructor can determine how well he/she is doing relative to each quality and where he/she may need to work on improving.

Both of these instruments are intended to be filled out anonymously by students during the last class session. The purpose of both instruments is to provide feedback to the instructor, so students are requested to give honest and thoughtful responses to all of the items on both instruments and to make any additional comments and/or suggestions that they believe would be helpful to the instructor.

COMPETENCY BASED CURRICULUM
for
ADULT/VOCATIONAL INSTRUCTOR TRAINING

Instructor's Guide

developed by:

Ronald K. Pendleton

1988

This guide provides the instructor with specific information and materials needed to suplement the "Student's Guide"

California State University, San Bernardino
Vocational Teacher Education

Information for the Instructor

This is a forty hour course that is scheduled to meet once a week for a total of ten, four-hour class sessions. The course has been organized around a comprehensive **Student's Guide** which provides the basis for everything that happens in this course. The instructor is advised to read through the entire Student's Guide far enough in advance of the beginning of the course to be ready to answer any/all questions that students might ask about the course. It is extremely important for the instructor to review everything that has been scheduled for each of the class sessions and plan the time available so that everything indicated gets accomplished when it is supposed to be accomplished. Time limits on Student Presentations must be strictly enforced and discussion kept within appropriate time limits by the instructor. With 20 students (maximum recommended class size), there should be just enough time available to do everything that needs to be done. Smaller classes may, on occasion, finish certain sessions a little early.

The instructor of this course should be an **instructional facilitator** and **evaluator**: NOT a lecturer and NOT the primary source of course related information. This course is based upon the principal that students "learn best by doing". All course activities have been designed to help maximize student involvement in the learning process and serve as basic models of effective interactive, competency based, instructional methodology. The instructor is expected to be prepared for every class session, to return all student work promptly, to be enthusiastic about course activities, to treat the students with respect, and to model the type of professional excellence that this course is all about.

As can be seen from the Student's Guide, there are five distinct types of student centered (graded) activity which have been designed to help students acquire specific skills. **Facilitating Activities** are intended to help students learn more about one another and about things that will "facilitate" their success in the course. **Lesson Presentations** are intended to help students develop skill with specific educational methods. **Written Reports** are intended to help students improve their organizational and written skills. **Evaluation Activities** are intended to help students improve their skill at evaluation. **Quizzes** are intended both to focus student attention on important concepts and to provide students with a chance to practice writing out those concepts in a manner that will promote both retention and use of what has been learned.

The instructor is expected to demonstrate and provide appropriate **examples** for each one of the activities in all five categories. The primary instructional goal should be to provide students with basic information and enough **practice** so that they will be able to develop the basic skills necessary to function as effective teachers. Everything that happens in this course must be soundly based in **practical application.**

Because this is a **competency based** course all "grades" must be based upon demonstration that student's have accomplished specifically stated **criteria.** Grades are be based on a point system as indicated in the Student's Guide. Standards for evaluating and assigning grades in each of the scored areas are discussed below. Generally speaking, students who demonstrate competency in all areas and who consistently have their work in on time and who strive to be professional, will earn an "A" or "A-": students who demonstrate competency in all areas, but who's work is sometimes late or not as professional as it could be will earn a "B+", "B" or "B-". Grades of less than "B-" indicate that the student has not demonstrated competency in all areas and/or has some major difficulty that would detract from their effectiveness as a teacher.

FACILITATING ACTIVITIES - There are five facilitating activities that are described in the Student Guide. Each of these activities is intended to facilitate student success.

Preparation - The instructor is expected to review all five of these activities during Class Session 1.

Grading - Students are expected to meet the stipulated criteria for each activity and earn full credit. In any instance where a student does not meet stipulated criteria the instructor should ask the student to redo the activity or add whatever material is necessary in order to meet the criteria.

LESSON PRESENTATIONS - There are four Lesson Presentations All four should be **video taped** on recording equipment arranged for by the instructor. Students will provide their own VHS video tape. Criteria that apply to each of the four presentations are included on individual information sheets in the Student's Guide. The "Instructor's Scoresheet for Lesson Presentation" is intended to be used by the instructor to grade each of the Lesson Presentations.

Preparation - Information about each Lesson Presentation should be explicitly discussed at the class session **before** the class session in which the presentation is due. The instructor should **demonstrate** exactly what is expected for each one of the Lesson Presentations.

Grading - The "Instructors Scoresheet for Lesson Presentation" form should be used by the instructor to make specific suggestions for improvement and to comment on particular aspects of each presentation that are particularly good. These forms should be filled out during each presentation and returned to each student immediately following his/her presentation. Points should be deducted only when specific requirements (criteria indicated in either the "Criteria For Lesson Presentations" or on the "Information Sheet" for each of the Lesson Presentations) are not met. In any case where a point is deducted, the instructor should provide a specific written suggestion indicating how that point can be "made up"! Any student who receives less than full credit on a presentation should be encouraged to redo that presentation. Students who do "outstanding" presentations should receive a score of "4+".

WRITTEN REPORTS - There are five required Written Reports. Specific criteria for each report are presented on the individual information sheets for each Written Report. The "Instructor's Scoresheet for Written Report" form is intended to be used by the instructor to grade Written Reports.

Preparation - Each Written Report should be explicitly discussed at the class session **before** the class session in which the report is due. In order to provide a properly completed model of each Written Report, a fictional student (Fred Fudrucker) with an unusual technical expertise (Underwater Basket Weaving) has been created to serve as an example of an individual who writes **excellent** Written Reports. Each of Fred's five Written Reports is included in the Student's Guide. Fred's WR-1 report should be discussed at the class session prior to the time when WR-1 is due; Fred's WR-2 should be discussed at the class session prior to the time when WR-2 is due, etc..

Grading - The "Instructors Scoresheet for Written Report" form should be used by the instructor to make specific suggestions for improvement and to comment on particular aspects of each report that are particularly good. Points should be deducted only when specific requirements (criteria indicated in either the "Criteria For Written Assignments" or on the "Information Sheet" for each of the Written Reports) are not met. It is recommended that students who equal or surpass Fred's quality of work on any written assignment be assigned a score of "4+". In any case where a point is deducted, the instructor should provide a specific written suggestion indicating how that point can be "made up"! Written Reports should be evaluated by the instructor and returned to students not later than the next class session after they are received.

EVALUATION ACTIVITIES - There are five Evaluation Activities. Two of these activities are Self Evaluations and two are Peer Evaluations (all four are intended to involve students with the effective use of Positive Reinforcement and Constructive Criticism). The final activity involves students with Record Keeping. All of these activities should be discussed by the instructor in class and evaluated by the instructor as indicated below.

Self Evaluations - Using the prescribed forms provided in the Student's Guide, one Written Report and one Lesson Presentation will be self evaluated by each student. The instructor will evaluate each student's ability to write effective evaluations. Students who do not earn full credit can "make up" lost points by redoing the assignment.

Peer Evaluations - Using the prescribed forms, provided in the Student's Guide, each student will do a **set** of peer evaluations on one set of Written Reports and a **set** of peer evaluations on one set of Lesson Presentations prepared by the other students in the class. After the instructor evaluates each set of evaluations all of the forms will be returned to the students who did the peer evaluations, who will in turn redistribute them to the students that they evaluated. Students who do not earn full credit can "make up" lost points by redoing the assignment.

Record Keeping - Students will use the form provided in the Student's Guide to keep a record of selected assignments that have been produced by other students. In order to help students develop basic skill in differentiating between good quality work and work which is not so good, it is recommended that the instructor solicit the aid of two or three students to act as **"ringers"** for selected Written Reports and Lesson Presentations included in this activity. When evaluating how well each student has kept his/her record, the instructor should check to see if students entering scores on their Record Keeping sheets have assigned lower scores to the "ringers".

QUIZZES - There are five required short essay type quizzes. Each quiz should be administered during the first ten minutes of the class session for which it is scheduled.

Preparation - It is extremely important for the instructor to conduct an in depth review of what will be asked on each one of the quizzes. A quiz review sheet has been prepared for each of the five quizzes. This review sheet must be presented to the students and discussed during the class session **before** the class session in which the quiz is administered. Each quiz will contain two of the five questions from the review sheet. The questions selected for each quiz must be written out **exactly** as they appear on the review sheet.

Grading - Immediately after a quiz is administered the instructor should review appropriate answers to all of the quiz questions. Quizzes should be graded by the instructor and returned to students at the next class session after the quiz was administered. Students who miss a quiz should be given the opportunity to "make up" the lost points by writing an essay that demonstrates that they have acquired the knowledge that the quiz was intended to measure.

FINAL EXAMINATION - The essay type Final Examination is intended to be an "in class" examination that will measure each students ability to write effectively about the major educational concepts that have been studied and practiced as a part of this course. Although most students will be able to finish the examination in less than one and one half hours, up to two hours should be made available to any student who requires that much time.

Preparation - As with the quizzes, each of the questions included on the Final Examination should be **explicitly** reviewed at the class session before the session at which the exam is administered.

Grading - The Final Examination should be graded and retained by the instructor as verification that students have demonstrated the competencies indicated for this course.

ADDITIONAL CREDIT - Students who have done work that they believe deserves additional credit should document that work in a one page report that should be submitted to the instructor at Class Session 9. Please note that students who earn full credit on all of the assignments, but do not submit this report cannot earn any grade higher than a "B+". Students who have done more than just meet the requirements need to document what they have done in order to receive an "A" or an "A-". Students should be encouraged to use word processing equipment (personal computers) and to strive for the "+" grades on their assignments as the basis for earning this additional credit. All students should be encouraged to work for additional credit and to submit a request that indicates what they have done to earn that credit.

CERTIFICATES & LETTERS - All students who demonstrate that they have acquired **all of the competencies** indicated in the Student's Guide should be awarded a "Certificate of Completion". Any students who demonstrate **superior ability** and **exemplary professional conduct** should also receive a special "Letter of Recognition" from the instructor. Examples of a certificate and a typical letter are provided in this guide.

INSTRUCTOR'S RECORDS - In order to maintain an effective system of accountability, the Grade Record form provided in this guide should be used to record the scores earned by students on all graded assignments. In addition, the instructor should keep the corrected Final Examinations,.the completed Confidential Information forms and the completed Postcourse Survey and Evaluation of Instructor forms.

PROFESSIONAL RESPONSIBILITY - It is the instructor's professional responsibility to do everything possible to help all students who have the **potential to become good teachers in their own vocational fields**. On the other hand those students must be able to demonstrate that they have acquired **all** of the competencies that are included in this course. Students who's total score does not merit a grade of at least "B-" can retake the course in order to earn a higher grade.

CORRECTIONS - In using this Instructor's Guide and the Course Syllabus it is likely that you may find some errors and/or have some suggestions about how certain things might be expressed more clearly. Whenever you find an error or have a suggestion please make a Xerox copy of what you have found, write your correction /suggestion onto that copy and send it to:

Dr. Ron Pendleton
Coordinator, Adult and Vocational Education
California State University, San Bernardino
5500 University Parkway
San Bernardino, CA 92407

Grade Record
____ Qtr. 19 ___

	FA-1	FA-2	FA-3	FA-4	FA-5	QZ-1	QZ-2	QZ-3	QZ-4	QZ-5	LP-1	LP-2	LP-3	LP-4	WR-1	WR-2	WR-3	WR-4	WR-5	EA-1	EA-2	EA-3	EA-4	EA-5	FINAL	± PTS.	TOTAL	GRADE
	1	1	2	2	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	10			

Suggestions for the Instructor

1. Review the session plan **before** coming to class. Make an **agenda** of all the things that need to be accomplished in class. Your list should be sequential so that you can check each item off as it is accomplished.

2. Do not read to the students verbatim from the guide (that gives the impression that you yourself don't know what's happening). You can and certainly should refer to the written instructions, but much more important, you should focus on convincing the students that the assignment that they will be doing is **important**.

3. Use lots of **positive reinforcement**. When a student does something well, tell them so. Let them know that you recognize and appreciate their contributions to the class. At the end of each student presentation, tell the student that he/she did a "good job" (only, of course, if a good job really was done) and be sure to tell the class as a whole some of the things that you really liked about their presentations in general. Tell them, for example, that their presentations were "very professional", that they presented "good information in a very effective manner", etc...

4. At the beginning of each class review the **agenda** for that class and let the students know **how much time is allotted** for each item on that agenda. Then stick to the agenda! The most important items should be scheduled first. It's O.K. to finish early (as long as everything on the agenda is accomplished), but do not run over the allotted class time!

5. Do everything you can to **motivate** the students. You should personally believe in the **importance** of everything that you do and everything that you have the students do in class! Don't be afraid to tell students how important you believe these things are.

6. Let the students know that grades are determined by their **demonstration of the stipulated course competencies** and that you are committed to helping them acquire those competencies. You need to tell them **exactly** what they need to do and how what they do will determine their grades. You need to have all of this "up front" so that whenever a question about "grading" comes up, you have a good, specific and immediate answer. **Never** say that you "haven't decided" about anything that has to do with grading.

7. Enjoy and learn from the students: each one of them has something valuable to contribute to the class. You too have much of value to contribute to the class, but your primary roles are to **facilitate student learning activities** and **evaluate student performance.** Content is secondary to process and you are the person responsible for insuring that the process works!

8. Stick by the course guidelines. It is extremely important that you **convey to the students exactly what they are expected to do, when, and what the standards of acceptable performance are.** Deviations from course guidelines may be appropriate in some individual situations, but when you do make exceptions to the rules be sure that everyone concerned understands exactly what the exception involves and why it's being done.

9. Be sure to **recap each class session**. This helps to reinforce the value of what has occurred. Always end on a **positive** note. Let the students know that you appreciate the good work that they have done and that you enjoyed the class!

Handouts and Transparencies

Handouts listed below for each class session will need to be duplicated in sufficient quantity for distribution to all students: transparencies will need to be prepared on Xerox transparency masters. All of the materials listed are provided here as black and white hard copies.

Session 1

S1H1 Precourse Survey - (One Page Handout for students to complete and return)
S1H2 Review Questions for Quiz 0 - (One Page Handout)
S1H3 Instructor's F.A. 1 Data Sheet - (One Page Handout)
S1H4 Confidential Information Form - (One Page Form for students to complete and return)
S1H5 Quiz "0" - (One Page Form for students to complete and return)

Session 2

S2H1 Review Questions for Quiz 1 - (One Page Handout)
S2T1 Instructor's Evaluation of Fred's WR 1 - (Transparency)
S2T2 Instructor's Evaluation of Fred's EA 3 - (Transparency)

Session 4

S4H1 Quiz "1" - (One Page Form for students to complete and return)
S4H2 Review Questions for Quiz 2 - (One Page Handout)
S4H3 Objectives Activity Test - (One Page Form for students to complete and return)
S4T1 Fred's L.P. 1 support material - (Transparency)
S4T2 Instructor's Evaluation of Fred's L.P. 1 - (Transparency)
S4T3 Instructor's Evaluation of Sam's L.P. 1 - (Transparency)

Session 5

S5H1 Quiz "2" - (One Page Form for students to complete and return)
S5H2 Review Questions for Quiz 3 - (One Page Handout)

Session 6

S6H1 Quiz "3" - (One Page Form for students to complete and return)
S6H2 Review Questions for Quiz 4 - (One Page Handout)

Session 7

S7H1 Quiz "4" - (One Page Form for students to complete and return)
S7H2 Review Questions for Quiz 5 - (One Page Handout)

Session 8

S8H1 Quiz "5" - (One Page Form for students to complete and return)

Session 10

S10H1 Final Examination - (Three Page Form for students to complete and return)
S10H2 Postcourse Survey - (One Page Form for students to complete and return)
S10H3 Evaluation of Instructor - (One Page Form for students to complete and return)

Instructor's Notes: Session 1

Refer to the Class Session 1 Plan in the Student's Guide. Review all of the documents in that section and be prepared to discuss each one in detail.

In addition to the documents in the Student's Guide, prepare enough copies of each of the following listed documents to distribute to all students:

S1H1 Precourse Survey - (One Page Handout for students to complete and return)
S1H2 Review Questions for Quiz 0 - (One Page Handout)
S1H3 Instructor's F.A. 1 Data Sheet - (One Page Handout)
S1H4 Confidential Information Form - (One Page Form for students to complete and return)
S1H5 Quiz "0" - (One Page Form for students to complete and return)

Begin the class by asking students to complete and return both pages of the Precourse Survey (S1H1). This should take approximately 15 minutes and is a good activity to start with as there are always some late arrivals and this provides a enough time at the beginning of the class for just about everyone to arrive. Students who have not finished at the end of the first 15 minutes should be asked to complete the survey during break time.

The class discussion for this session should begin with a review of the statements located at the bottom of the Class Session 1 Plan that indicate "what students should be able to do as a result of Class Session 1 instruction". This would be a good time to distribute the Review Questions for Quiz 0 (S1H2). The review questions, and the quiz that will be administered at the end of this session, are intended to familiarize students with the quizzing system and help them to focus in on the key concepts presented by the instructor. Be sure to emphasize all of the "Review Questions" when they occur during the course of the discussion.

When FA-1 and FA-2 are discussed be sure to distribute a copy of the instructor's Data Sheet to each student. An example of an instructor's Data Sheet is provided and it is very important for each instructor to develop a good, professional looking data sheet both as an example for the students and as a way of providing the students with some background information about the instructor.

Sometime before the end of the class session be sure to have each student complete and return one of the Confidential information Forms (S1H4). This is a good way to collect basic information about the students.

It is of utmost importance to plan the discussion so that all of the documents that relate to Session 1 get discussed and students are able to do all of the things indicated at the bottom of the Class session 1 Plan. One way to make sure that everything gets covered is to stick to the agenda and hold any "interesting but not really related questions" until the end. Such questions can be noted down and addressed (if there is enough time) after all of the regular agenda items have been covered.

The very last activity of Class Session 1 should be to administer and collect "Quiz 0" (S1H5). This quiz should be scored by the instructor (although the grades should not be recorded) and returned to students at the next class session. In addition to orienting students to the quizzing system this quiz also provides the instructor with an indication of any students who may have writing, or learning, or even attitude problems.

PRECOURSE SURVEY

Student's Name:

The purpose of this survey is to help the instructor learn something about each student. This is not graded, but you are asked first to please answer each of the 3 questions below in as much detail as possible and then to respond to each of the 14 items on the next page.

Describe personal qualities you have that will help you be a good instructor.

Describe some way in which you might improve your ability as an instructor.

Write a "Want-Ad" for an instructional position that you would apply for.

S1H1b

On this section of the survey you are asked to indicate your perception of your own level of skill relative in each of the 14 areas listed below and to indicate how important each area is relative to teaching. Please circle one number in the "Skill" column and one number in the "Importance" column for each of the 14 items.

⑤4 3 2 1 indicates the highest level of Skill and/or Importance.

5 4 3 2① indicates the lowest level of Skill and/or Importance.

Your ability to...	**Skill**	**Importance**
... select/evaluate instructional materials.	5 4 3 2 1	5 4 3 2 1
... write good student performance	5 4 3 2 1	5 4 3 2 1
... design good activity based learning experiences.	5 4 3 2 1	5 4 3 2 1
... develop good competency based lesson plans.	5 4 3 2 1	5 4 3 2 1
... evaluate/apply appropriate teaching methods.	5 4 3 2 1	5 4 3 2 1
... present practical competency based lessons.	5 4 3 2 1	5 4 3 2 1
... select/use appropriate instructional media.	5 4 3 2 1	5 4 3 2 1
... identify/apply appropriate learning principles.	5 4 3 2 1	5 4 3 2 1
... identify/apply appropriate descipline	5 4 3 2 1	5 4 3 2 1
... identify/use counseling strategies and resources.	5 4 3 2 1	5 4 3 2 1
... design good performance assessment tests.	5 4 3 2 1	5 4 3 2 1
... develop good sample course and unit plans.	5 4 3 2 1	5 4 3 2 1
... manage safe/effective learning environment.	5 4 3 2 1	5 4 3 2 1
... evaluate self and peer instructional competency.	5 4 3 2 1	5 4 3 2 1

S1H2

REVIEW QUESTIONS for QUIZ "0" on "Using the Course Syllabus"

Quiz "0" will occur during the **last 10 minutes** of this class session. You will be required to write out the answers to **two** of the questions listed below during that time. In preparing for this quiz you should find good answers to **all** of the questions listed below and practice actually writing those answers out so that you will be able to answer whichever two actually appear on the quiz within the 10 minutes allowed.

1. Briefly describe how points may be lost by a student relative to the grading system for this course.

2. Briefly describe the FA 1 Data Sheet that is required for Class Session #2 and indicate how many copies of that data sheet you need to make.

3. Briefly describe what students are expected to do for FA 3 the Field Trip and why that is important.

4. Describe the EA 5 Record Keeping Activity.

5. Describe how quizzes are given and how students can prepare for those quizzes.

Ron	Pendleton,	Ronald	K.
Nick Name	Last Name	First Name	M.I.

FA 1 INDIVIDUAL DATA SHEET

Address: (home)

xxxxxxxxxxxxxxxxxx
San Bernardino, CA 92405

Telephone:

Work: (714) xxx-xxxx
Home: (714) xxx-xxxx

Present Job:

Associate Professor and Coordinator of Vocational/Adult Teacher Training: California State University, San Bernardino. I develop course and program materials, instruct graduate level courses, supervise program faculty, advise students, and plan and implement program promotion.

Previous Jobs:

Research Associate: Arizona State University, Tempe Arizona.
Industrial Arts Teacher: Stavanger American School, Stavanger Norway.
Manager & Chief Pilot: Santa Fe Charter Air Service, Hooper Bay Alaska.
Commercial Pilot: Continental Air Service, Vientiane Laos.
Military Pilot: United States Air Force, Southeast Asia.
Social Worker: Humboldt County Welfare Dept., Eureka California.
Technical Illustrator: North American Aviation, Downey California.

Education:

Ph.D. in Educational Technology from Arizona State University at Tempe.
M.A. in Industrial Arts from California State University at Long Beach.
B.A. in Psychology from California State University, Humboldt at Arcata.
A.A. in Education from El Camino College (Torrance, California).
Completed U.S.A.F. Pilot Training at Williams A.F.B. Arizona.
Completed Level III, II & I Sheriff's Reserve Academy at San Bernardino.

Talents/Interests:

My main talent is at organization. I enjoy reading, movies, concerts, plays, hiking, sailing, flying, shooting and trying things that I haven't done before.

Philosophy:

I do everything possible to counter act the effects of Murphy's Law. I also believe in positive reinforcement, the work ethic and a good sense of humor.

Other:

I am a reserve deputy with the training staff at the San Bernardino Sheriff's Training Academy and a member of the board of directors of the Rotary Club of San Bernardino North.

S1H4

PRINT your name in the UPPER RIGHT corner on the BACK of this page.

QUIZ "0" on "Using the Course Syllabus'

Write your answers for the questions on this quiz within the spaces provided below for each answer. You have 10 minutes to complete the quiz.

Question 1

Briefly describe the FA 1 Data Sheet that is required for Class Session #2 and indicate how many copies of that data sheet you need to make.

Write the Answer to Question 1 here.

Question 2

Describe how quizes are given and how stusents can prepare for those quizzes.

Write the Answer to Question 2 here.

S1H5

Confidential Information

Please **print** clearly in the space provided for each item. Respond to **all items**. If there is no appropriate answer print "N/A" in that space. All information on this form is for the instructor only and will be kept strictly confidential. Please turn your completed form in to the instructor **before leaving class**.

Student's Last Name	First Name and M.I.	Nick Name

Social Security Number	Date of Birth	Spouse's Name

Residence Contact Address

Phone Number at Residence	Phone Number at Work
( )	( )

Name and Address of School or Institution where Employed

Present Job Title and Subject (s) that you are instructing or will instruct

Type of Preliminary Credential presently held	Date that credential expires

Degrees presently held (please circle) and Major Area of Study (please list)

H.S.   A.A.   B.A.   M.A.   Other (   )

Military and/or other Training (please list)

Instructor's Notes: Session 2

Refer to the Class Session 2 Plan in the Student's Guide. Review all of the documents in that section and be prepared to discuss each one in detail.

In addition to the documents in the Student's Guide, prepare enough copies of each of the following listed documents to distribute to all students:

S2H1 Review Questions for Quiz 1 - (One Page Handout)
S2T1 Instructor's Evaluation of Fred's WR 1 - (Transparency)
S2T2 Instructor's Evaluation of Fred's EA 3 - (Transparency)

The class discussion for this session should begin with a review of the statements located at the bottom of the Class Session 2 Plan that indicate "what students should be able to do as a result of Class Session 2 instruction". The Review questions for Quiz 1 (S2H1) should be distributed and each of the five questions should be discussed in detail. When discussing the WR-1 and EA-3 activities emphasis should be placed on the "Fred Fudrucker" examples. Transparencies (S2T1 and S2T2) should be used to illustrate how the instructor will grade those activities. It is of utmost importance to plan the discussion so that all of the documents that relate to Session 2 get discussed and students are able to do all of the things indicated at the bottom of the Class session 2 Plan

The Interviewing will constitute the major activity for this class session. This is a good way for everyone in the class to get to know one another and it is an easy activity for the instructor to facilitate. Be sure to use a timer and limit each student to the time available so that all of the interviews can be completed during this class session.

REVIEW QUESTIONS for QUIZ 1
on "Selecting Resources"

Quiz 1 will occur during the **first 10 minutes** of the next class session. You will be required to write out the answers to **two** of the questions listed below during that time. In preparing for this quiz you should find good answers to **all** of the questions listed below and practice actually writing those answers out so that you will be able to answer whichever two actually appear on the quiz within the 10 minutes allowed.

1. Name and briefly describe three types of **resource materials**.

2. Name and briefly describe your favorite type of resource material and explain why you like to use it.

3. Name a type of resource material that you do not normally use and describe one advantage and one disadvantage of that type of resource.

4. Name and briefly describe three criteria for assessing printed materials.

5. Describe how you might find out what kind of resource materials are available for a new course that you would like to teach.

S2T1

Instructor's Scoresheet for Written Report

for

[✓ WR 1] WR 2 WR 3 WR 4 WR 5

Fred Fudrucker

Compliance with assignment criteria (1 point possible)

Excellent. All criteria were met very effectively.

1

Content (1 point possible)

Very good. You might have included a little more information in your resource descriptions.

1

Literary style (1 point possible)

Very good. Very clear and concise.

1

Organization and appearance (1 point possible)

Excellent. Very well organized and it looks very professional.

1

Overall quality of the report and total score from above **(4 points possible)**

Fred - An excellent report!

4

S2T2

Instructor's Scoresheet for Evaluation Activity

[✓ EA 1] EA 2 EA 3 EA 4

for Fred Fudrucker

Objective clearly identified (1 point possible)

Excellent. Your description of what someone who reads the report should "reasonably" be able to do was very well written.

1

Use of Positive Reinforcement (1 point possible)

Excellent. Used very effectively.

1

Use of Constructive Criticism (1 point possible)

Excellent. Your observations are right on target.

1+

Consistent and clearly written comments (1 point possible)

Excellent. Your comments are clearly written, specific and sensitive.

1

Overall quality of the evaluation(s) and total score from above **(4 points possible)**

Fred - this is an outstanding self evaluation!

4+

Instructor's Notes: Session 3

Refer to the Class Session 3 Plan in the Student's Guide. Review all of the documents in that section and be prepared to discuss each one in detail.

Any type of appropriate field trip will be beneficial to students. The instructor should plan out exactly what students are expected to do on the field trip and follow up to insure that the field trip is successful.

This field trip is intended to be a self guided student activity which may be completed as an "out of class assignment" so that the time at which Class Session 3 would normally occur can be used as "flex time" for whatever purposes that the instructor deems to be appropriate.

Instructor's Notes: Session 4

Refer to the Class Session 4 Plan in the Student's Guide. Review all of the documents in that section and be prepared to discuss each one in detail.

In addition to the documents in the Student's Guide, prepare enough copies of each of the following listed documents to distribute to all students:

S4H1 Quiz "1" - (One Page Form for students to complete and return)
S4H2 Review Questions for Quiz 2 - (One Page Handout)
S4H3 Objectives Activity Test - (One Page Form for students to complete and return)
S4T1 Fred's LP 1 support material - (Transparency)
S4T2 Instructor's Evaluation of Fred's LP 1 - (Transparency)
S4T3 Instructor's Evaluation of Sam's LP 1 - (Transparency)

Quiz "1" (S4H1) should be administered during the first 10 minutes of class time. This strategy should emphasize the importance of arriving at class on time. After the completed quiz forms have been collected the Review Questions for Quiz 2 (S4H2) should be distributed and discussed.

The class discussion for this session should begin with a review of the statements located at the bottom of the Class Session 4 Plan that indicate "what students should be able to do as a result of Class Session 4 instruction". The primary instructional goal of this discussion is to help prepare students for Class Session 5 activities.

The instructor is responsible for presenting two "example" lecture lessons. The first "example" is intended to be a good lesson and should be based upon Fred Fudrucker's LP 1 Lesson Plan (Student Guide page 04.04) and utilize Fred's LP 1 support material (S4T1). After finishing the first example presentation the instructor should use the example Instructor's Evaluation of Fred's LP 1 (S4T2) to illustrate how the presentation would have been evaluated. The second "example" is intended to be a poor lesson and should be based upon Sam Schmuck's LP 1 Lesson Plan (Student Guide page 04.05). After finishing the second example presentation the instructor should use the example Instructor's Evaluation of Sam's LP 1 (S4T3) to illustrate how the presentation would have been evaluated. It's a good idea to set up the video recording equipment for these example presentations so that students can see exactly what the presentation environment will be like and so that the instructor can check the equipment and operational procedures to be sure that everything works.

After discussing student performance objectives, students should work through the self paced Objectives Activity (Student Guide page 04.06). As the student groups complete this activity they should be given the Objectives Activity Test (S4H3) which they should take individually and turn in to the instructor before leaving class. This test should provide a good indication to the instructor about which students have developed an ability to work with objectives and which students need remediation.

S4H1

PRINT your name in the UPPER RIGHT corner on the BACK of this page.

QUIZ 1 on "Selecting Resources'

Write your answers for the questions on this quiz within the spaces provided below for each answer. You have 10 minutes to complete the quiz.

Question 1

Write the Answer to Question 1 here.

Question 2

Write the Answer to Question 2 here.

S4H2

REVIEW QUESTIONS for QUIZ 2 on "Methods of Instruction"

Quiz 2 will occur during the **first 10 minutes** of the next class session. You will be required to write out the answers to **two** of the questions listed below during that time. In preparing for this quiz you should find good answers to **all** of the questions listed below and practice actually writing those answers out so that you will be able to answer whichever two actually appear on the quiz within the 10 minutes that you are allowed.

1. Describe one **advantage** and one **disadvantage** of the "lecture" method of instruction.

2. Describe an educational situation where "lecture" would **not** be an effective method. Indicate what method would be effective.

3. Name and describe two **instructional methods** (other than lecture) that you could use as a part of instruction that you might provide.

4. Describe two basic **communication skills** that you could use to promote effective instruction.

5. Name the three **types of learning** (identified by psychologists) and explain each briefly in plain everyday language.

Student's Name

Objectives Activity Test

There is something wrong with each of the five student performance objectives on this test. In the space provided just below each objective rewrite that objective so that it is both correctly written and indicates reasonable student performance. This test is not graded, but anyone who does not make the appropriate corrections to all five of the objectives will be assigned extra work to help them develop skill in writing student performance objectives.

1. Given appropriate information and practice, the student will learn how to write student performance objectives correctly.

2. Given a map of California State University, San Bernardino, the instructor will show students where the University Library is with 100% accuracy.

3. Given an ice cream cone, the student will write the first names of each of four members of the singing group "The Beetles" correctly.

4. Given a can of beans, an electric can opener and appropriate information, the student will know how to open the can of beans with 85% accuracy.

5. The student will understand how to list the ingredients that are needed to make apple pie.

The Four Parts of a Student Performance Objective

1. Condition____________________

...the INFORMATION and/or MATERIALS (sometimes called the GIVENS) required to accomplish the task.

2. Person____________________

...WHO it is that will perform the task (STUDENT or EMPLOYEE).

3. ______________________________ *

...WHAT the task is (the exact and specific thing that students are expected to be able to DO as the result of instruction). Must be OBSERVABLE /MEASURABLE.

4. Criteria____________________

... the degree of COMPETENCY required (how well the task must be done).

S4T2

Instructor's Scoresheet for Lesson Presentation

[✓ LP 1] LP 2 LP 3 LP 4

for Fred Fudrucker

Compliance with criteria for Lesson Presentations (1 point possible)

Excellent. All criteria met very effectively.

1

Complience with criteria for this assignment (1 point possible)

Very good. All criteria met effectively.
Your joke was a little off color, but it tied
in very well.

1

Lesson Plan and adequacy of preparation (1 point possible)

Excellent. Very professional.

1

Instructional methods and delivery of presentation (1 point possible)

Very good. A little more verbal emphasis.
would have helped.

1

Overall quality of the presentation and total score from above **(4 points possible)**

Fred - an excellent presentation!

4

S4T3

Instructor's Scoresheet for Lesson Presentation

[✓ LP 1] LP 2 LP 3 LP 4

for Sam Schmuck

Compliance with criteria for Lesson Presentations (1 point possible)

You need to stay within the five minute limit. You should spend more time preparing for your presentation!

0

Complience with criteria for this assignment (1 point possible)

You need to use a transparency and start your lecture with a good joke!

0

Lesson Plan and adequacy of preparation (1 point possible)

You need to redo your lesson plan so that it indicates what students will be able to do. Review the information on lesson planning.

0

Instructional methods and delivery of presentation (1 point possible)

Good, confident style - just stick to the point and focus more on student performance.

1

Overall quality of the presentation and total score from above **(4 points possible)**

Fred - You need to see me ASAP. There is a lot that you need to do to improve so you can meet stipulated criteria.

1

Instructor's Notes: Session 5

Refer to the Class Session 5 Plan in the Student's Guide. Review all of the documents in that section and be prepared to discuss each one in detail.

In addition to the documents in the Student's Guide, prepare enough copies of each of the following listed documents to distribute to all students:

S5H1 Quiz "2" - (One Page Form for students to complete and return)
S5H2 Review Questions for Quiz 3 - (One Page Handout)

Quiz "2" (S5H1) should be administered during the first 10 minutes of class time. This strategy should emphasize the importance of arriving at class on time. After the completed quiz forms have been collected the Review Questions for Quiz 3 (S5H2) should be distributed and discussed.

The class discussion for this session should begin with a review of the statements located at the bottom of the Class Session 5 Plan that indicate "what students should be able to do as a result of Class Session 5 instruction". The primary instructional goal of this discussion is to help prepare students for Class Session 6 activities.

The main activity during this class session will be the student's LP 1 presentations. The instructor is responsible for seeing that each presentation is is video recorded, that all presentations are completed within the time alloted and that an Instructor's Scoresheet is completed for each presentation. Time is critical and the instructor must plan to allow enough time to complete all of the LP 1 presentations. Discussion of what was and what was not effective in the presentations should be held until all of the presentations have been completed. The instructor can use whatever time remains at the end of the class session to discuss the effectiveness of the presentations. At this stage it is very important to use lots of positive reinforcement!

S5H1

PRINT your name in the UPPER RIGHT corner on the BACK of this page.

QUIZ 2 on "Methods of Instruction'

Write your answers for the questions on this quiz within the spaces provided below for each answer. You have 10 minutes to complete the quiz.

Question 1

Write the Answer to Question 1 here.

Question 2

Write the Answer to Question 2 here.

REVIEW QUESTIONS for QUIZ 3
on "Development of Curriculum"

Quiz 3 will occur during the **first 10 minutes** of the next class session. You will be required to write out the answers to **two** of the questions listed below during that time. In preparing for this quiz you should find good answers to **all** of the questions listed below and practice actually writing those answers out so that you will be able to answer whichever two actually appear on the quiz within the 10 minutes that you are allowed.

1. Define the word "curriculum" in your own words.

2. Describe two limitation factors that you should take into account when developing a course outline.

3. Describe how you determine what the "content" of a course that you teach should include.

4. What is an "instructional management system"? Give an Example.

5. What is the key factor that must be considered in the development of all lesson plans and why is it important?

Instructor's Notes: Session 6

Refer to the Class Session 6 Plan in the Student's Guide. Review all of the documents in that section and be prepared to discuss each one in detail.

In addition to the documents in the Student's Guide, prepare enough copies of each of the following listed documents to distribute to all students:

S6H1 Quiz "3" - (One Page Form for students to complete and return)
S6H2 Review Questions for Quiz 4 - (One Page Handout)

Quiz "3" (S6H1) should be administered during the first 10 minutes of class time. This strategy should emphasize the importance of arriving at class on time. After the completed quiz forms have been collected the Review Questions for Quiz 4 (S6H2) should be distributed and discussed.

The class discussion for this session should begin with a review of the statements located at the bottom of the Class Session 6 Plan that indicate "what students should be able to do as a result of Class Session 5 instruction". The primary instructional goal of this discussion is to help prepare students for Class Session 7 activities.

The main activity during this class session will be the student's LP 2 presentations. The instructor is responsible for seeing that each presentation is is video recorded, that all presentations are completed within the time alloted and that an Instructor's Scoresheet is completed for each presentation. Time is critical and the instructor must plan to allow enough time to complete all of the LP 2 presentations. Discussion of what was and what was not effective in the presentations should be held until all of the presentations have been completed. The instructor can use whatever time remains at the end of the class session to discuss the effectiveness of the presentations. At this stage it is still very important to use lots of positive reinforcement!

PRINT your name in the UPPER RIGHT corner on the BACK of this page.

QUIZ 3 on "Curriculum Development'

Write your answers for the questions on this quiz within the spaces provided below for each answer. You have 10 minutes to complete the quiz.

Question 1

Write the Answer to Question 1 here.

Question 2

Write the Answer to Question 2 here.

S6H2

REVIEW QUESTIONS for QUIZ 4
on "Student Characteristics"

Quiz 4 will occur during the **first 10 minutes** of the next class session. You will be required to write out the answers to **two** of the questions listed below during that time. In preparing for this quiz you should find good answers to **all** of the questions listed below and practice actually writing those answers out so that you will be able to answer whichever two actually appear on the quiz within the 10 minutes that you are allowed.

1. Name and describe three ways in which students in your class may differ from one another.

2. How can you find out more about the students that you instruct?

3. Describe a good technique you could use for working with a student who has a poor self-concept.

4. Describe two factors in an educational environment that could effect student motivation.

5. Briefly describe the type of information about your students that would be helpful for you to know.

Instructor's Notes: Session 7

Refer to the Class Session 7 Plan in the Student's Guide. Review all of the documents in that section and be prepared to discuss each one in detail.

In addition to the documents in the Student's Guide, prepare enough copies of each of the following listed documents to distribute to all students:

S7H1 Quiz "4" - (One Page Form for students to complete and return)
S7H2 Review Questions for Quiz 5 - (One Page Handout)

Quiz "4" (S7H1) should be administered during the first 10 minutes of class time. After the completed quiz forms have been collected the Review Questions for Quiz 5 (S7H2) should be distributed and discussed.

The class discussion for this session should begin with a review of the statements located at the bottom of the Class Session 7 Plan that indicate "what students should be able to do as a result of Class Session 7 instruction". The primary instructional goal of this discussion is to help prepare students for Class Session 8 activities.

The main activity during this class session will be the student's LP 3 presentations and the EA 4 Peer Evaluations of those presentations. The instructor is responsible for seeing that each presentation is is video recorded, that all presentations and peer evaluations are completed within the time alloted and that an Instructor's Scoresheet is completed for each presentation. Time is critical and the instructor must plan to allow enough time to complete all of the LP 3 presentations. Students are responsible for completing the peer evaluations in the time alloted. It is helpful to allow a timed two minutes between presentations for students to complete their peer evaluations. Discussion of what was and what was not effective in the presentations should be held until all of the presentations have been completed. The instructor can use whatever time remains at the end of the class session to discuss the effectiveness of the presentations. At this stage both positive reinforcement and constructive criticism should be emphasized!

S7H1

PRINT your name in the UPPER RIGHT corner on the BACK of this page

QUIZ 4 on "Student Characteristics'

Write your answers for the questions on this quiz within the spaces provided below for each answer. You have 10 minutes to complete the quiz.

Question 1

Write the Answer to Question 1 here.

Question 2

Write the Answer to Question 2 here.

REVIEW QUESTIONS for QUIZ 5
on "Evaluation Instruments"

Quiz 5 will occur during the **first 10 minutes** of the next class session. You will be required to write out the answers to **two** of the questions listed below during that time. In preparing for this quiz you should find good answers to **all** of the questions listed below and practice actually writing those answers out so that you will be able to answer whichever two actually appear on the quiz within the 10 minutes that you are allowed.

1. Define "Criterion-referenced Testing" in your own words.

2. Describe one advantage and one disadvantage of an essay test.

3. Explain why "true-false" test questions are such poor indicators of what students really know.

4. Describe what the relationship should be between a test question and the objective upon which that question is based.

5. Name and briefly describe two major characteristics of a good test.

Instructor's Notes: Session 8

Refer to the Class Session 8 Plan in the Student's Guide. Review all of the documents in that section and be prepared to discuss each one in detail.

In addition to the documents in the Student's Guide, prepare enough copies of the following document to distribute to all students:

S8H1 Quiz "5" - (One Page Form for students to complete and return)

Quiz "5" (S8H1) should be administered during the first 10 minutes of class time.

The class discussion for this session should begin with a review of the statements located at the bottom of the Class Session 8 Plan that indicate "what students should be able to do as a result of Class Session 8 instruction". The primary instructional goal of this discussion is to help prepare students for Class Session 9 activities.

The main activity during this class session will be the student's LP 4 presentations. The instructor is responsible for seeing that each presentation is is video recorded, that all presentations are completed within the time alloted and that an Instructor's Scoresheet is completed for each presentation. Time is critical and the instructor must plan to allow enough time to complete all of the LP 4 presentations. Discussion of what was and what was not effective in the presentations should be held until all of the presentations have been completed. The instructor can use whatever time remains at the end of the class session to discuss the effectiveness of the presentations.

S8H1

PRINT your name in the UPPER RIGHT corner on the BACK of this page.

QUIZ 5 on "Evaluation Instruments'

Write your answers for the questions on this quiz within the spaces provided below for each answer. You have 10 minutes to complete the quiz.

Question 1

Write the Answer to Question 1 here.

Question 2

Write the Answer to Question 2 here.

Instructor's Notes: Session 9

Refer to the Class Session 9 Plan in the Student's Guide. It is the instructor's responsibility to provide a comprehensive review for the Final Examination (S10H1).

The primary activity during this class session is the class discussion based on the "problems" that students identify. There are several ways that such a discussion can be conducted and it is up to the instructor to use the time available in the most effective manner.

Instructor's Notes: Session 10

Refer to the Class Session 10 Plan in the Student's Guide and prepare enough copies of each of the following documents to distribute to all students:

S10H1 Final Examination - (Three Page Form for students to complete and return)
S10H2 Postcourse Survey - (One Page Form for students to complete and return)
S10H3 Evaluation of Instructor - (One Page Form for students to complete and return)

The Final Examination (S10H1) is the primary activity at this class session. It is also very important to collect information about the students' perceptions of the value of the course by administering a Postcourse Survey (S10H2) and about their perceptions of the instructor's effectiveness by administering an Evaluation of Instructor (S10H3).

S10H1a

Student's Name

Quarter, Year & Instructor's Name

Final Examination

DIRECTIONS: You have two hours in which to complete this examination. Use only the space provided (within the dark line border) to write out your answer for each of the five test questions. Each question is worth two points for a maximum possible score of ten points for the entire examination. The use of examples from your personal experience is highly encouraged. Read each question carefully and provide a brief title for each of your answers. When you have completed the examination and filled out the Postcourse Survey and the Evaluation of Instructor forms, you are free to leave.

When directed to do so by the instructor you may turn the page and start the exam.

Final Examination

QUESTION 1. **a)** Write out a specific **student performance objective** relative to a **skill** that you teach and identify each of the four parts of that objective by name. **b)** Discuss why **each** of the **four parts** of your objective is important.

a)

---

b)

QUESTION 2. Discuss (in detail) the **facilities, equipment** and **materials** that will be required to facilitate students being able to accomplish the objective that you wrote for QUESTION 1.

QUESTION 3. Refer to the objective you wrote for QUESTION 1. **a)** Describe the **instructional methods** you would use to help students learn the skill identified in that objective. **b)** Describe the **evaluation instrument** you would use to measure the student competency specified in that objective.

a)

b)

QUESTION 4. **a)** Define and discuss **positive reinforcement**.. **b)** Describe an **instructional situation** where the use of positive reinforcement has been (or could be) effective. Please be specific about why it was (or could be) helpful to the student/s.

a)

b)

S10H2

Postcourse Survey

Please indicate your ability and perception of importance by circling one number in each of the three columns following each item.

A ⑤ indicates highest level of ability/importance.

A ① indicates lowest level of ability/importance.

Your ability to...	Before	After	Importance
... select/evaluate instructional materials.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
... write good student performance objectives.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
... design good activity based learning experiences.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
... develop good competency based lesson plans.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
... evaluate/apply appropriate teaching methods.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
... present practical competency based lessons.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
... select/use appropriate instructional media.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
... identify/apply appropriate learning principles.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
... identify/apply appropriate descipline principles.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
... identify/use counseling strategies and resources.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
... design good performance assessment tests.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
... develop good sample course and unit plans.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
... manage safe/effective learning environment.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
... evaluate self and peer instructional competency.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Please write out any specific comments and/or suggestions.

S10H3

Evaluation of Instructor

Please respond by circling the number that best indicates your perception of the instructor's ability for each of the skills listed below.

A ⑤ indicates highest level of ability.

A ① indicates lowest level of ability.

The Instructor's ability to...

... develope/use an effective, well organized course syllabus.	5 4 3 2 1
... organize and maintain an effective learning environment.	5 4 3 2 1
... clearly communicate what students are expected to be able to do.	5 4 3 2 1
... answer student's questions clearly and effectively.	5 4 3 2 1
... stimulate student interest in course topics and assignments.	5 4 3 2 1
... accomodate to individual student's needs.	5 4 3 2 1
... use appropriate instructional methods in an effective manner.	5 4 3 2 1
... evaluate (and grade) student's work fairly and consistently.	5 4 3 2 1
... write clear and appropriate comments on student's graded work.	5 4 3 2 1
... return student's graded work within a reasonable period of time.	5 4 3 2 1
... maintain high standards of academic excellence.	5 4 3 2 1
... arrive on time and well prepared for every class session.	5 4 3 2 1
... plan and use the available class time effectively.	5 4 3 2 1
... really "care" about helping the students in this course.	5 4 3 2 1

What did the instructor do best ?

What could the instructor have done better ?

QUESTION 5. **a)** Describe the **personal qualities** that are most important for an instructor to possess in order to facilitate effective instruction. **b)** Identify and discuss **your own single best quality** as an instructor.

a)

b)

Certificate of Completion

This is to certify that

has demonstrated competency in each of the following skills:

* Evaluation and selection of appropriate instructional materials.

* Development of well written student performance objectives.

* Design of appropriate, activity oriented, learning experiences.

* Development of well organized, competency based, lesson plans.

* Evaluation and application of appropriate instructional methods.

* Presentation of timely, practical, competency based, lessons.

* Selection and effective use of appropriate instructional media.

* Identification and application of effective principles of learning.

* Identification and application of effective principles of discipline.

* Identification of appropriate counseling strategies and resources.

* Design of basic student performance assessment instruments.

* Development of appropriate sample course and unit plans.

* Management of a safe and effective learning environment.

* Self and peer evaluation of basic instructional competencies.

Course Instructor **Date**

California State University, San Bernardino - Vocational Teacher Education

California State University, San Bernardino
Vocational/Adult Teacher Education

5500 University Parkway, San Brenardino, CA 92407 Telephone (714) 887-7576/7

SAMPLE

June 1, 1943

To Whom it May Concern,

This letter is to commend Mr. Fred Fudrucker for outstanding achievement in the Competency Based Teacher Education course offered through California State University, San Bernardino during the Spring 1943 Quarter. This course is highly demanding in its study and application of a variety of educational methods. In order to successfully complete this course students must demonstrate their ability to function effectively as an instructor in their own area of expertise.

Mr. Fudrucker has consistently demonstrated superior ability in all course related tasks. He was exceptionally well organized, worked very well with all of the other students and always performed in a highly professional and exemplary manner. Mr. Fudrucker is certain to be an outstanding addition to any faculty and a credit to any educational institution that is fortunate enough to secure his services.

Ronald K. Pendleton, Ph.D
Course Instructor